

CITIZEN-TRAINING IN SCHOOL

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A HANDBOOK OF EXTRA-CURRICULAR ACTIVITIES

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TO
THE BOYS AND GIRLS
OF OUR SCHOOLS AND COLLEGES
WHO ARE CAPABLE OF BECOMING
BETTER CITIZENS
THAN OUR 'REGULAR' EDUCATION
IS LIKELY
TO MAKE THEM

FOREWORD

THE subject of Dr. Krishnayya's book is one of singular importance in Indian education. There are, no doubt, some secondary schools for boys and for girls in India of which the organizers realize that the object of such schools should be to develop their pupils into capable men and women, and not merely to prepare them for some external examination, but I believe that they form at present a small minority. In other schools, the class teaching is the main centre of interest. Boy Scout and Girl Guide organizations, clubs, games and societies (where they exist) are treated as 'extras'. Dr. Krishnayya's view is that these 'extra-curricular' activities should be regarded as essential elements of every school; and I think he is right. It is only by such activities that those two correlatives, individual character and the corporate spirit, can be effectively developed; and these must form the human basis of a modern State, if it is to be successful. Their significance at the present stage of India's political history cannot be overrated.

Dr. Krishnayya gives many useful and sensible suggestions as to the way in which his theories can be carried out, but some things cannot be learnt even from the best books. It is no easy task for a master who has not been brought up in the tradition to practise the quick changes from comrade to guide, and from guide to comrade, which are essential if he is to play his part (a sufficient and not an undue part) in teaching the art of responsibility to schoolboys; in teaching them how to teach themselves the elements of practical citizenship.

FOREWORD

I believe that Dr. Krishnayya's book may render a very real service to Indian schools.

LONDON

P. J. HARTOG

26 February 1932

PREFACE

It is beginning to be recognized that for most people education is not primarily a matter of lessons and textbooks, but of becoming acquainted with, and adjusted to, the world of men and affairs. Educators are awaken-
ing to the fact that the object of a school must be more than the mastery of facts and figures. There is gratifying evidence of a growing dissatisfaction that traditional education means a fragment of a teacher addressing itself to a fragment of a pupil about a fragment of a subject. In consequence there is an increasing demand that schooling should result in the building up of the whole physical, moral, æsthetic and intellectual life of the pupils.

However, at the present time, this comprehensive work cannot be done in the classroom, much less can it be left to chance. So long as the purpose of the school is supposed to be the teaching of 'examinable' subjects prescribed by the omnipresent and imperious syllabus, so long as education is treated as something stored up in books, certified by tradition, guaranteed by schoolmasters, meant to be taken by children, willy-nilly, in uniform fashion, in order that they may become 'good citizens', so long must most activities calculated to introduce pupils to a world of broadly varied and significant education be regarded as 'extra-curricular'. It is this recognition, that the school should not only aim at producing citizens who shall have acquired certain skills, abilities and information, but somehow try to educate young people so that they may take into life with them strong character, balanced judgment and robust

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physique, that has brought into existence what are usually called 'extra-curricular activities'.

The writer's thoughts regarding the great value of these activities were confirmed while he was attending a course of lectures by Professor E. H. Fretwell, the leading exponent of the subject at Teachers' College, Columbia University. Then, when he visited various schools and colleges on an extensive tour through several of the States of America, it grew into a conviction that the programme of extra-curricular activities, so effectively introduced and encouraged there, should, with modifications, be of value in India. Later, while associated with the Maharaja's College, Mysore, and entrusted with the training of teachers for the high schools of Mysore, the author had brought home to him the need of ensuring a thorough grasp of the precautions as well as the principles and procedure connected with these 'extra' but vitally important activities and enterprises. Finally, the visit, under the auspices of Mysore University, to training colleges and experimental schools in the different parts of India, proved to him that the need for this information and guidance was not limited to any State or Province, and that it was felt by both training college instructors and teachers in service all over the country.

This book has been written in response to a felt need. The present-day appreciation of the physical, social and educational values of extra-curricular activities makes certain new demands. If the modern principle of moral education is true, that only through a regime of purposeful activity, through becoming behaviour in social situations, through constant practice in desirable habits, attitudes and ideals, the muscles of citizenship are developed and strengthened, those interested in the character building and moral training of the youth of this

country would like to know what to do about it. The acceptance of this point of view greatly increases the scope and significance of the work of the teacher and of the headmaster. The teacher, or prospective teacher, has to be prepared to discharge his duty in this line quite as effectively as he handles his time-honoured class work. The headmaster needs to know quite as imperatively how to introduce, organize, and supervise the non-academic activities of his school, as how to carry on his traditional administrative responsibilities. Neither can the students themselves be forgotten. They need not a little help and guidance in their extra-curricular enterprises. Many persons belonging to these groups are already seeking for information on the subject, especially along the line of practical plans and concrete suggestions. To satisfy this growing demand, then, with a minimum of theory and a maximum of practical suggestions, is the purpose of this handbook. While some effort has been made here to ensure the right attitude and approach on the part of all concerned to the many unavoidable problems, the bulk of the book is devoted to the presentation of the details of procedure in the organization, supervision and financing of these 'outside' activities.

In this connexion it is perhaps necessary to explain two or three matters. It is very likely that some readers will feel annoyed with the apparently needless repetition to be found in certain parts of the book. The reason for the duplication is not hard to understand. Since each topic is independent of the other, and since it is expected that the majority of readers will not go right through the book but will refer to each 'activity' as the need for it arises, it has been considered desirable to make each of the different chapters complete in itself. This has unavoidably led to some repetition. Chapter IX is particularly

guilty of this, but it must be borne in mind that, in a sense, a fine school spirit is the climax of an intelligent programme of extra-curricular activities and that, therefore, while showing how the enterprises previously described may be made to contribute effectively to the cultivation of such a spirit, repetition of ideas and ideals is unescapable. Even at the risk of annoyance, over-explicitness has been felt to be preferable to obscurity.

Again, some people are temperamentally inclined to be sceptical about the value of programmes and organizations, and cannot easily reconcile themselves to the idea of 'social engineering'. While no brief is held for committees and constitutions *per se*, it may be reasonably maintained that where indifference, irresponsibility and extreme individualism have not been sufficiently checked, it is safer to err on the side of 'over-systematizing'. In countries and schools with well-established traditions and precedents, many desirable things can be trusted to happen naturally, but in others such things will largely have to be made to happen, and deliberate and detailed planning will have to take the place of happy blundering. It will be hard to prove that efficiency of performance is likely to be secured by extolling lack of system.

A word about the activities dealt with here. It has of course to be remembered that the recommendations made have to be adapted to the peculiar local conditions of each school. Some may be less wealthy than others, and some may be more conservative, socially and politically, than others. Scrupulous care must be taken to see that no susceptibilities are hurt, and that nothing is done which will prevent the building up of a wholesome 'we-feeling'. It is no exaggeration to say that there are not many schools where class socials, dramatic performances, school magazines and the like have not been already introduced.

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The purpose of this book is therefore not really so much to urge the inauguration of a programme of extra-curricular work as to help institutions to direct these desirable efforts so that the maximum good may be secured. In other words, nothing revolutionary is being advocated beyond the fact that with the application of a little forethought and some system, much waste in the time, money and energy of the school might easily be avoided.

Though it is believed that the material contained herein will be sufficient for most, it has been thought desirable to include at the end of each chapter a list of selected references. It would be worth while for the reader to acquaint himself with a part at least of the more specialized and more extensive literature in the field. To assist individuals and institutions in securing this material the names of the publishers have been given at the end of the book.

The author takes great pleasure in acknowledging his indebtedness to Miss K. N. Brockway, M.A., Principal, St. Christopher's Training College, Madras; Mr. J. C. Rollo, M.A., J.P., Principal, Maharaja's College, Mysore; Messrs. Macmillan & Co. Ltd., for kind permission to use the extract from Dr. Rabindranath Tagore's *Gitanjali*; Sir Philip Hartog, K.B.E., C.I.E., LL.B., chairman of the educational commission associated with his name, for finding time to contribute a Foreword in spite of his multifarious activities; and Mr. A. F. W. Dixon, I.C.S., Deputy Secretary to Government, Educational Department, Madras, for kindly reading through the manuscript and making many valuable suggestions.

G. S. K.

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CHAPTER I

THE AIM AND VALUE OF EXTRA-CURRICULAR ACTIVITIES

THE NEED

FROM the point of view of the development of attitudes, the 'life' of the school as distinguished from its courses of study has a very large significance. This principle has long been recognized abroad. Indeed, the emphasis upon school life has probably been the chief factor in the unquestioned influence of the great secondary schools of England—Eton, Harrow, Rugby and Winchester. Such schools have an advantage over most of our high schools in that the entire life of their students is under institutional control during the years of schooling. Though this advantage cannot be duplicated in day schools, a great deal can be done through the intelligent development of what are termed 'extra-curricular activities'—clubs, societies, athletics, scouting, dramatic performances, school magazines, excursions, student councils, social service leagues and the like. The most valuable lesson which we may learn from English and American schools is their recognition of the value of the more purely social activities as a means of training youth.

No matter what the ideals of a particular people have been, the school has always been looked upon as the maker of citizens. History shows that nations have made their education a training for the attainment of the things they valued most. Athens, valuing beauty, symmetry and

harmony, both physical and intellectual, sought through her great teachers to cultivate a love of the true, the good and the beautiful. Rome, exalting law, authority and conquest, instructed her youth in oratory, so that they might advocate the claims of law, and skilled them in war, so that they might introduce the Roman Eagles to the uttermost parts of the earth. The education of monasticism was other-worldly, because the gaze of its adherents was fixed upon the hereafter. Training in arms, loyal and gallant service to the king, and devotion to whatever was noble, brave and courteous, composed the education of the age of chivalry, because these were the highest ideals of that period. And in our own time the same thing is true. England needed patriotic sons, valiant heroes and dependable representatives to help her with her colonial expansion, commerce and administration, and her outstanding schools sought to give an education which stressed courage, character and love of country. America, after the first struggle for liberty, shared with other countries in the nineteenth century an eager desire for material success, and the surest means of obtaining that treasure became the object of close study and effective practice.

But in India, education has not consciously sought to meet the needs of the times and therefore our citizens do not possess many of the qualities which a progressive people should possess. Our schools have yet to devise a system of training which will seek to correct inherent and long-standing defects and drawbacks. If it is true, as we are often told, that Indians do not co-operate with each other, that they lack initiative and practical-mindedness, that their critical faculty does not function, that a sense of responsibility is conspicuous by its absence, that enterprise, originality and independence are unknown, if they do not possess or

exhibit these desirable and essential traits, it is evident that the citizen-making institution has not yet been made to function effectively.

The aim of education is to shape conduct. To this end moral and social ideals need to be developed. What education can do Ideals can be produced only by educational influences that are far removed in their essential characteristics from the drill sergeant methods distinctive of traditional academic education. Desirable ideals must come to grip the heart, to live in the feelings and affections of the individual. They must become an integral and dynamic part of the self, so that they press irresistibly for release in conduct. The school must make sure that the higher and more comprehensive values appeal strongly to youth and that it not only recognizes them intellectually but also prizes them. All the knowledge in the world as to how a good citizen behaves is no guarantee that the individual possessing such information will act in any particular way. He must be taught to act properly, for it is possible to be a good citizen only by doing the acts which the good citizen does. Habits are cultivated only through practice. So practice in acting properly is necessary.

The Indian high school has yet to recognize its responsibility for this larger social control. What it has not done Even when it gives comprehension, perspective and insight, and helps the student to become conscious of his ideals, it does little to relate them to the business of being a good citizen. Situations in which these ideals would be forced to function should be provided. It is true that 'practice makes perfect', but only by careful watching and directing can practice really make perfect in the desired direction. The securing of this practice has to be largely along lines at present often

quite foreign to secondary school methods. The 'regular' work of the school is concerned with 'book-learning', and it provides comparatively few opportunities for the pursuit of desired ideals and attributes. It is to be especially remembered that man must be considered as a whole, that his well-being means the well-being of his body, the well-being of his mind and the well-being of his spirit. The curriculum in its almost exclusive attention to one aspect has neglected the others. The school must be more than a giver of information, it must be a builder of character, a maker of men and women. The regular work of the school is at present one-sided and therefore needs to be supplemented. Extra-curricular activities serve the very important function of providing numerous opportunities for the all-round development of the pupils, for the exercise of desirable ideals and habits and for the training of worthy citizens. Athletic, literary, debating, musical and art clubs, and the other forms of social activity natural to this period, have to be accepted by school authorities as indispensable means of securing commendable educational ends.

It must be added, however, that it is not claimed that extra-classroom activities will of themselves remove the atmosphere of artificiality which pervades our schools. Uninterested in national thought and aspirations, unconnected with home and community, and unresponsive to environmental needs and problems, the high school in India has a long way to go before it can be said to have become a plant of the soil. But with this we are not primarily concerned here. Extra-curricular activities cannot remedy these defects, but they can do a great deal to draw in the whole pupil and engage him in growth-promoting and all-absorbing enterprises associated with the school.

It has also to be definitely recognized that the school is

the best and most natural agency for the promotion and proper regulation of the social side of the pupil's life. Thrown together intimately during a large part of their waking hours, the pupils most naturally form themselves into groups and find in extra-classroom activities wide possibilities for self-expression, self-realization and real education. There is the added advantage of the presence of the authority of the teachers, which, if extended sympathetically to the social life of the pupils, assures a better regulation of it than can possibly be secured in any other way. Besides, the social instincts of gregariousness, co-operation, emulation, rivalry and altruism are specially strong during this period. These urges will cause the student to form organizations, good or bad in their ultimate effect upon his life and character, and the school cannot escape the responsibility of determining whether the good or the bad effects of such social urges shall prevail. In accordance with this educational philosophy, extra-curricular activities will have to be given room in the noble house of our schools quite as if they had as ancient a lineage and as good a birthright as geometry or grammar. It may even be that, as a writer has aptly put it, 'their right to existence antedates formal education, and finds its birth certificate in the human life-needs of boys and girls.'

AIMS AND ADVANTAGES

From what has been said above regarding the place of extra-curricular activities in the education of the worthy citizen, and the necessity for making definite provision for them in the school, their value must be more or less obvious. However, some outstanding gains may be briefly stated here.

Woodrow Wilson once said, 'the development of social

life is the chief end of education.' Social efficiency is an invaluable aspect of the training for life.

Social training The pupil needs to be able to understand and judge other people, and to get on with them. Extra-curricular activities offer infinite opportunities for achieving this very desirable educational objective. Unselfish service, universal brotherhood, true democracy and faith in man are ideals which are encouraged. In the place of the old time maxims and sermons on good social relationships, these activities give practice in right social conduct in actual social situations. Training for effective service comes to fulfilment only as opportunities for service are presented in the school. Toleration and the ability 'to see the other fellow's side of the question' is another quality which is called into play and promoted. The social training which comes from participation in the various social activities of the school is by no means a negligible gain.

There is no better method of training pupils for their rights and responsibilities as citizens. 'The good citizen is one who will have sense enough to judge of public affairs; discernment enough to choose the right officers; self-control enough to accept the decision of the majority; honesty enough to seek the general welfare, rather than his own at the expense of the community; public spirit enough to face trouble or even danger for the good of the community.'¹ Not only do these activities develop the mechanics and devices of government, but they also give an opportunity for the development of the true spirit of good citizenship. The pupil cultivates civic virtues. He also learns many valuable lessons in the art of governing and of being

¹ Bryce, J., *Promoting Citizenship*, p. 3.

governed. If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar in a small way to those he will have later as a grown-up citizen, he will be the better able to meet and discharge those responsibilities. Preparing a student for membership in a democracy by training him in an autocracy or an oligarchy is an incongruity !

Further, while co-operation is recognized as one of the most important demands of citizenship, little is done in the traditional school to teach it. True, it is talked about, but this is not sufficient. Membership in a student council, athletic team, or club definitely teaches co-operation, because the student *has* to exercise it in order to retain his position and standing.

These activities also furnish innumerable opportunities for the inculcation of moral ideals and the cultivation of moral standards. Experience has shown that there is no better way of teaching and applying lessons in ethics than through bringing about the participation of students in such activities. Moral qualities such as honesty, truth, justice and purity are put to the test, and therefore forced into functioning. Besides, it is very necessary to-day that wholesome pleasures, within the reach of all and without the ulterior and demoralizing motive of commercialism and profit, should be offered to our students under the right kind of supervision and environmental conditions. Through these the pupils find opportunities to decide and choose the right, and to learn the great values of self-control and moderation. Someone has said that ' the best method of imparting moral training to the youth is to get him to take part in the actual life about him, for every ounce of moral experience is worth a pound of ethical teaching '. The child has to be brought gradually from the

place where he is unable to control himself to the point where he is master. It is interesting to note that many boys and girls who fare badly during their first year in college or away from home are those who were watched and protected anxiously at home and who had no practice in directing their own affairs. Not only in the school itself is the power of such an inner discipline operative. It is drawn on in that freer community life of games, excursions and school societies. Further, it abides with the child as a directing and restraining influence when he is away from the school, and even after he has ceased to be a pupil.

Extra-curricular activities furnish experiences which stimulate interest in avocations. Too long has the school ignored this purpose of education. It should increase in the pupils the ability to utilize the common means of enjoyment—music, art, drama, literature and social intercourse, games, picnics, excursions, scouting and other outdoor pursuits. The problem of adequate and wholesome recreation is solved to a large extent by these activities. Apart from their direct and practical value, they are invaluable for the enlargement and enrichment of personality. ‘Bookworms’ rarely acquire a broad culture. The development of interesting and desirable hobbies needs to be greatly emphasized, for the way a person spends his leisure is fraught with great possibilities and consequences to him and to others.

While no one can gainsay its importance, the development of leadership has been almost totally neglected by the traditional school. The qualities of leadership are adaptability, quick clear thinking, initiative, integrity, self-confidence, broad vision, tact, good judgment, willingness to work,

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unselfishness, faith and patience, toleration, enthusiasm, courage and conviction. Such qualities are scarcely developed through the regular curriculum. Every student who gets the training that is to be obtained through leading his fellows in some school activity is preparing himself for leading his fellow men in the social, vocational and civic activities of later life. The opportunities for such development are not only numerous but very suitable, for the student is working with other students of his own age, ideals and abilities. Teachers and headmasters should be on the look-out for these qualities of leadership and, detecting them, should encourage their development through the various forms of student enterprise and organization. The least that the school can do to develop leadership is to furnish the necessary opportunities for its exercise.

Hitherto we have been considering the gains from the student's point of view but extra-curricular activities serve a very useful purpose from the viewpoint of the school as well. This aspect has been stressed in a later chapter, that on the 'school spirit', and so it will be necessary to notice here only one or two things. Participation in the management of the affairs of the school tends to enlist the interest and co-operation of the pupils. While they may not be able entirely to rule themselves, students can manage many of the smaller affairs of the school. If these opportunities in and around the school can be multiplied, the more will be the contacts between the school and the pupils—and through the pupils the community—and, therefore, the larger will be the number of dependable supporters. Further, the more students there are interested in the welfare of the school, the less the need for *enforcing* discipline. The most sensible course is

to increase the number of the lovers of the school who will stand up for it.

The *American Educational Digest* gives an excellent summary of the values that make these activities worth while. Concluding the report of their investigation the authors say :—‘ In spite of all difficulties arising from the increase of extra-curricular activities, they seem to have their definite and permanent place in the programme of secondary education. Properly supervised and controlled these activities, according to the consensus of the best judgment of the reporting headmasters, make ten worthy contributions.

1. They tend to create a friendly spirit between the school and the community.
2. They foster loyal school support.
3. They increase efficiency in the regular work.
4. They increase the personal interest of teachers in pupils.
5. They develop initiative, responsibility and co-operation.
6. They train for the worthy use of leisure.
7. They create a proper background for appreciating studies.
8. They develop skills needed in active citizenship.
9. They form the basis of true moral and character development.
10. They stimulate tastes and ambitions for the larger life activities in the school.’

Through these activities, intelligently conducted, it is possible to secure the broader social, civic, moral and avocational training so essential for a successful well-rounded modern life. The regular work of the school

offers comparatively few opportunities for the development of desirable social ideals and habits. It is therefore necessary that attention should be given to nation-building and citizen-making activities outside the curriculum. Then, and only then, will the school have discharged its obligations to this and the succeeding generations, teaching people to live co-operatively, to think clearly and critically, to exercise initiative and independence, to shoulder responsibility, to practise fair play, to build strong bodies and active minds, and to serve their God by serving their fellow men.

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¹ At the end of each chapter a list of readings, by no means exhaustive, is suggested. The purpose is to acquaint the reader with some of the outstanding contributions to the subject.

To avoid repetition the names of the publishers (along with the books mentioned) are given only in the bibliography at the end.

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CHAPTER II

THE STUDENT COUNCIL

PUPIL PARTICIPATION IN SCHOOL GOVERNMENT

WHETHER known as a Student Senate, Student Government, Student Cabinet, Representative Council, School City Council, School Congress or by some other name, if it facilitates student participation in the general control of the activities of the school community, the organization is what we shall refer to as the student council. It is a council elected to consider problems vitally connected with the welfare of the school. Its aim is to unify and harmonize the various departments of school life, to consider the moral and social problems of the school, to create and maintain moral and scholastic standards in the school, to afford an effective means through which the student body may express itself and above all to cultivate a vital, wholesome school spirit, in the atmosphere of which every school activity can flourish with ease and freedom.

There are in India a few institutions which, through the inauguration of some form of student control, have produced commendable results, but pupil participation in school government has been so extensively and, on the whole, so successfully tried in the west,¹ that their

¹ Entrusting pupils with power to shape a definite part of their school life is a feature characteristic of several progressive schools and colleges in the west. Perhaps the earliest experiment in England along this line was Homer Lane's work in a colony of delinquents, his Little Commonwealth in Dorset. Inspired

experience cannot but be suggestive of what, with adaptations, may well be introduced more generally in India.

SCOPE OF SELF-GOVERNMENT

The extent to which the council may wisely be allowed to share in the management of the school depends upon the morale of the school, and the training which individual pupils have received in responsible leadership. The degree of responsibility to be placed upon the council will therefore vary greatly in different schools. In some, matters involving infractions of discipline may be referred to the council for consideration and decision, and also the infliction of penalties as severe as suspension. In others, the functions of the council may be merely advisory. It is best to proceed cautiously, allowing the council in the beginning

by its success, Mr. Simpson of the public school in Warrington used the idea to great advantage in one of the forms of that school. Similarly, the introduction of a 'parliament' into Mr. Badley's school in Bedales proved a remarkable success. Not less interesting is Gerrard's Cross, where the time-table is made elastic and the girls are held responsible for their own conduct and are expected to be helpful to others. Some outstanding experiments with the form as unit are to be found in *The Classroom Republic* (Black), where E. A. Craddock deals with a London day high school, and in *An Adventure in Education* (Sidgwick and Jackson), where J. H. Simpson, headmaster of Rendcomb College, describes an interesting experiment made some years ago at Rugby.

In the United States of America, self-government is no longer a novelty or an adventure. The Ben Blewitt Junior High School of St. Louis is one of the best known examples, but probably the George Junior Republic was the first to experiment with this idea. Because of the valuable training in democratic control afforded by such shouldering of responsibility, countless other schools and colleges in the United States are now definitely and systematically encouraging student participation in school government.

to deal in an advisory capacity with matters pertaining to the social life of the school. Recommendations regarding such matters may come from the council to the staff, and from the staff to the council. When one responsibility has been satisfactorily met, another should be assumed, if possible. Unless ideals and standards, definite and high, are generally accepted and habitually practised, responsibilities of control cannot safely be entrusted to pupils. The federation of all classes and interests into a school community with its student council should come as a logical and natural outgrowth of the demonstrated power of the pupil democracy to expand from the classroom, or local co-operative government, to the school community, or federated co-operative government. The latter is ultimately desirable, but the former is initially fundamental. There is a natural sequence in the training of pupils for participation in school control which cannot be disregarded without serious risk of loading untrained adolescent youth with responsibilities beyond its capacity.

Frequently the extra-curricular activities of a school are chaotic, unrelated, unarticulated, each one striving for its own ends by any method it chooses. Internal dissensions, petty politics, and unsound business methods are all too common. The council can and should administer and supervise all of these activities. Being an elected body representing all the interests and activities of the school, it would be able to see that each worthy interest is properly recognized, organized and financed.

There are many things in and around the school which the council can do or help to do. Of course Small beginnings it has no right to attempt to handle technical affairs for which the headmaster or principal, staff or peons are responsible. It must confine itself to

student affairs, and most of these will fall under the heads, student welfare and extra-curricular activities. 'Begin small and grow large' is a very good motto to be kept in mind, for it is only natural that the council will attempt to do too much in its eagerness to prove its worth immediately. The first few jobs should be small, very definite, and easily seen and appreciated by the student body. The following example will illustrate what is meant.

Care of the
notice-board

Such a matter as the care of the notice-board is a task of this type. In many schools the notice-board is a disgrace. It usually contains a collection of faded, torn, out-of-date announcements of all shapes, sizes and forms, fastened with an assortment of pins, nails and paste. The council may appoint a 'Notice-board Committee' which will make rules with a view to securing efficiency and neatness. These rules should be typed and posted on the board together with the name of the person or persons to whom notices must be sent for insertion or the place where they may be left. The committee may be allowed to have a post box in the office. It should keep the board up-to-date, fix new notices regarding school events and activities, etc. and refuse those which are not neat or which in other respects fail to meet the requirements set. These same regulations should govern anything the headmaster or teachers might want to put up. A little neat card bearing the information that the student council is responsible for this board and its upkeep is desirable publicity.

Study hall

Where a study hall is maintained for the use of the students, it is desirable that its management should be left to the students. The officers or committee to be in charge of this may be chosen by the council. If they are held in respect by the students,

not only for their scholastic standing, but also for their personality and for their character, there should be no insurmountable difficulty in making this a successful undertaking.

Once students catch the enthusiasm of service to their school and feel a sense of responsibility for all that is connected with it, the student council might be trusted with the care of school equipment, desks, halls, walls and grounds ; to promote proper respect for neighbouring private property ; take care of school trophies and museum articles ; safeguard school books and supplies ; look after cycle stands and personal property such as books, pencils, umbrellas, etc. ; and perhaps even conduct a ' Lost and Found ' department. Concern for the welfare of school and schoolmates will be found to grow with the undertaking of such responsibilities and it is one of the surest marks of the presence of a strong and wholesome school spirit.

As an agency for social training, the student council has many invaluable opportunities. No school that is alive to the importance of this aspect of education can lightly pass them by. This group of responsible and enthusiastic student leaders may receive and entertain teams, encourage good manners at athletic contests, welcome new students, provide student coaches and helpers for weaker pupils, emphasize courtesy to teachers and visitors, propose, plan and carry out social functions, and teach manners appropriate for the assembly room, the home, the street, the theatre, and social gatherings and parties. . It is not beyond its province or ability to arrange dramatic performances, debates, musical programmes, inter- and intra-scholastic contests, provide programmes for assemblies and special days, organize trips and excursions, perhaps even to issue the school handbook,

CITIZEN-TRAINING IN SCHOOL

and in all possible ways stimulate student participation in extra-curricular activities.

Some of the other things which the council might handle may be mentioned briefly. It could
Other activities organize campaigns against unpunctuality, dishonesty, untidiness, etc. and enforce general rules and regulations; appoint study hall and library monitors; encourage good behaviour in the school and elsewhere; and be responsible for behaviour in the assembly hall and at public functions. It might even recommend special disciplinary and other measures to the staff and principal. For improving morale and discipline in the school there can be nothing better than allowing and encouraging a representative student group like the student council to assume responsibility.

In most cases it would be possible to allow the students a share in managing the finances also. It is in this way that valuable training can be obtained in the management of public money and in the care of one's own income. The council may budget for all activities, raise funds by various means, take care of and distribute funds, provide for proper auditing and reporting, and, in general, assume responsibility for financing all the activities which come under its supervision.

ORGANIZATION

Any one who expects such a system as that described above to create itself in a high school, or run, after it has been created, without most earnest and vigilant care, is likely to suffer a rude disillusionment. It must be remembered that the finest system may conceivably lack the true spirit and prove futile. As long as proper ideals control it, it matters little what particular form of organization is utilized to secure the desired end. What

sometimes happens is that there is an exaggeration of the importance of the machinery of government, with a corresponding lack of self-control and social responsibility. The form should not be allowed to take the place of genuine self-government. When this is forgotten, the suggestions made here are likely to prove unfortunate and even dangerous. Organization has a place, but how big a place and what form it should take will depend on the particular circumstances of each case. This very important fact needs to be constantly borne in mind in using this book. Great care must therefore be exercised in initiating a new student council.

The form of organization varies widely. Some head-
 Some types of organization masters can secure good results without formal organization, preferring to work with individuals or groups of pupils who have developed capacity for leadership.¹ Student councils are frequently composed of members elected by different 'houses', classes and clubs. It is very important that the council should be representative in scope and thoroughly democratic in its method of election. A large committee is unwieldy and ineffective. If the council is very large there will be too many members to educate and win over to the various propositions and too many chances for bickering and petty politics. When the council is a big body it should elect an executive committee to act for it and should provide committees to do specialized work.

Several types are conceivable. To some extent the method of representation acts as a determining factor. Sometimes imitation of adult institutions or organizations

¹ What is suggested in this chapter has little relation to the undemocratic prefectorial system which obtains in many English schools. The difference is brought out very clearly in John Adams *Educational Movements and Methods*, chapter xii.

is responsible for the different forms of this representative body. When the council represents special organizations, clubs or other activities of the school, there is the danger that the representatives will feel greater allegiance to the club which elects them than to the school as a whole. Another weakness is that the individual club may demand financial help or special concessions from the council, while resenting other kinds of attention. Sometimes membership is confined to the two upper classes or determined by social and scholastic achievement. It is possible also to make up the council from the class officers. There is something to be said in favour of each class having a council of its own and, in turn, electing members for the school senate or general council. With the hope that participation in the work of certain kinds of council will accustom the pupils to governmental machinery and insure a life interest in political institutions, some schools introduce a complicated system in which there are either three councils or three departments, legislative, executive and judicial.¹ Another variation² is that which imitates a city or municipal council and involves a representative government organized and carried on by the pupils, the headmaster being empowered with the right of veto.

One particular type of organization of social life which is characteristic of most of the outstanding English public schools is deserving of special notice here. It is not a feature prominent in the life of those schools only, but one which has been

House
system

¹ Uhl, W. L., *Principles of Secondary Education*, pp. 122-4. Also Davis, S. E., *The Work of the Teacher*, p. 124.

² Bagley, W. C., *Classroom Management*, appendix B. The constitution of the co-operative government of an Indian girls' high school (where the cottage plan is adopted) quoted in appendix B of the present book represents a combination of these two varieties.

tried in India, in some cases with remarkable success. The 'house system' is a plan according to which the boys in a school are organized in groups, each group being placed under one master for purposes of games, sports, and other school activities, and general supervision, usually including academic progress. In view of the importance of the house system as a foundation for school activities and discipline, as a means of bringing masters into closer contact with their boys and as the very corner-stone of school loyalty, it will be well to notice it in some detail.

On entering school, a boy is placed under the care of a master in a certain house, of which he continues to be a member so long as he remains in the school. There are usually forty to sixty boys living in each house. In this centre all the boys' social interests and enthusiasms. For its honour he strives in football, cricket and other forms of contest, feeling greater concern only for the honour of his school as a whole. This same organization is employed in some English day schools, although the boys do not live in separate houses. Each group is there made up of members of the different classes and so is fairly representative of all the different interests.

Several advantages are derived from this system: the houses form units of convenient size and provide numerous opportunities for the cultivation of leadership and co-operation; the permanency of the group makes possible the building-up and maintaining of strong and splendid traditions; the presence in the same house of boys at different stages of advancement brings the younger boys into close relation with their leaders and provides for the control of the younger by the older boys. However, if this type of organization is to be attempted, great care has

to be taken to see that this subdivision of the natural allegiance does not prove a source of weakness to the general sentiment of loyalty to the school, and that rival interests do not tear the school into non-co-operating parties.

Anything that is novel, and especially anything that involves self-activity, will appeal to children. When the novelty begins to wear off, however, the duties involved in self-government may become as irksome as any other duties and unless upheld and encouraged by an enthusiastic head and adviser, the plan may soon cease to be taken seriously. Thereafter, the order of the school is likely to be seriously imperilled by its operation. The dramatization of city or State government will undoubtedly help in the understanding of the rights and duties of citizens and of their servants the office-holders. It is this feature more than any other which strongly recommends the general plan.

It is impossible to say which plan is best. A system may succeed in one school and fail in another. No one plan will fit all situations. Local conditions, traditions, school organization and size must be considered. The final test of any kind of organization is to be found in the answer to the question 'how does it work' or 'does it get results'. Even if it appears to be doing very fine work, one cannot say whether another type of organization could not do better work. No teacher need feel condemned because he cannot succeed with a particular scheme of government, and none should be unduly elated because of the successful adoption of some particular form of organization. If the school is not too large it is probably good practice to have one body, simply organized, which legislates, executes, and in cases of

necessity, adjudicates. In every case the need must determine the form. The essential element is, however, the spirit of co-operation and helpfulness which should actuate teachers and pupils.

To be able to accomplish useful ends a council must have powers and privileges. These are delegated to the council by the staff and the headmaster. In order that they should be defined, a constitution formally adopted by the student body is desirable. Checks and limitations should be defined as clearly as powers and privileges. This constitution would also state the general aim and method of organization, and should be the result of careful study on the part of students and teachers. The constitution might well include:—

Article I	... Name and Purpose
„ II	... Membership
„ III	... Officers
„ IV	... Duties and Offices
„ V	... Meetings
„ VI	... Powers
„ VII	... Activities
„ VIII	... Amendments

Each school should evolve the constitution of its own council. The following brief sketch is adapted from that provided by McKown¹ and is typical of a simple and serviceable constitution.

¹ *Extra-curricular Activities*, pp. 52-4. Other models will be found in Bagley *Classroom Management*, appendix B and Wilds *Extra-curricular Activities*, appendixes A, B, C and D. The constitution of the Student Representative Council of the Maharaja's College, Mysore, is given in appendix A of the present book and shows that what is said here is applicable to colleges as well.

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Skeleton Constitution of the Student Organization

ARTICLE I

Name and Purpose

Section 1

Name

The name of this organization shall be the Student Association of theHigh School.

Section 2

Purposes

The principal purposes of this organization shall be:—

1. To unify all student organizations under one general control.
2. To aid in the internal administration of the school.
3. To foster sentiments of law and order.
4. To promote the general activities of the school.
5. To develop in the student a growing appreciation of membership in a democracy by providing the educative responsibilities of, and privileges of participating in, such a democracy in the school.
6. To promote in all ways the best interests of the school.

ARTICLE II

Membership

1. All students and teachers, and the headmaster of the school shall be considered members of the Association.
2. The council shall consist of one member elected from each class or division and each of the special

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interests, and one staff member elected by the students and approved of by the headmaster.

3. Elections shall be held not later than the third week of each school year.

4. Any student suspended by the headmaster is automatically dropped from membership of the Association.

ARTICLE III

Officers

1. The officers of the council shall be a President, Vice-President, Secretary, and Treasurer.

2. All officers must be members of the council.

3. All officers shall be elected by the council.

4. Officers shall serve for one school year.

ARTICLE IV

Duties of Officers

1. The President :—

(a) Shall preside at all meetings of the council.

(b) Shall call extra meetings whenever necessary.

(c) Shall vote only in case of a tie.

(d) Shall appoint committees.

2. Vice-President.

3. Secretary.

4. Treasurer.

The above officers shall perform the usual duties of their several offices.

ARTICLE V

Meetings

1. Regular meetings shall be held at least once each month during school hours. The day and time of these

meetings shall be determined at the first meeting of the body.

2. Special meetings may be called at the discretion of the President or at the request of members.

ARTICLE VI

Powers

The council shall have the power :—

1. To make and enforce any rules necessary for the betterment of the school, its life and interests.

2. To supervise and have a large share in the decision of all matters concerning the extra-curricular activities of the school.

3. To recommend the appointment of the necessary committees.

4. To investigate and report on matters especially referred to it by the staff or administrative officers of the school.

5. To have a definite share in the management of all financial matters pertaining to extra-curricular activities.

The powers of the council being delegated to it by the headmaster, he shall have the right of veto over any measure which the council passes.

ARTICLE VII

Activities

1. Care of the school and personal property :—

Lost and Found department.

Care of school trophies.

2. Promotion of proper respect for neighbouring property, etc.

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ARTICLE VIII

Amendments

A petition for amendment must be signed by one-third of the students of the school and presented to the council. The council may then submit it with its recommendation to the student body or association, and if two-thirds of the students of the school vote for the amendment the constitution shall be so amended.

In addition to a constitution, by-laws for the government of the council are usually drafted and adopted. Such by-laws may follow this outline :—

Article	I	...	Quorum
,,	II	...	Committees
,,	III	...	Elections
,,	IV	...	Vacancies
,,	V	...	Reports
,,	VI	...	Amendments to by-laws

Again, it must not be forgotten that the plan is not as important as the spirit and the attitude. Co-operation, enthusiasm and faith in the idea are indispensable. Granted the spirit of willingness to surrender self to the wishes of the majority and to render the best service to the school, a poor plan will be revised to meet the needs, or a new plan adopted, if necessary, in the light of past experience.

MACHINERY

The election of officers is best left to the council, for it is more competent to choose its officers than the general student body. The presidentship of the council is to be regarded as the most important student office in the school because the president performs such important duties as presiding over assemblies

and otherwise representing the school in his official capacity.

The officers should be fittingly installed. This should be done at a general assembly and should be made a serious and dignified occasion. The president and the officers might be sworn in and charged with their duties in some formal manner. The school song might well close the proceedings. Nothing should be done to detract from the seriousness of the event.

The council being responsible for the entire extra-curricular programme of the school, it is necessary that there should be separate committees to look after the different aspects and activities. The president appoints one or two members from the council as the backbone of these different committees. The council recommends, and the president appoints, from the school at large, a sufficient number of students to do the work with which the committee is entrusted. The council requests the principal and he then appoints a teacher-adviser for the several committees. The committee chairman must be one of the members of the council, for he is responsible to it. The committees represent expert interest and knowledge and make for multiplied contacts and educative opportunities. Instead of having only a council of fifteen or twenty, this arrangement provides for the participation of at least as many more. The committees are responsible to the council. The function of a few of the committees will be briefly described here to indicate the nature and scope of their activities.

The members of the assembly committee are chosen because of their interest in such work and their ability to

accomplish things. The committee surveys the school and makes up a schedule of assembly programmes for the year or half-year. This schedule is then recommended to the council for consideration and adoption. All the details of management are shared by this committee and the group immediately concerned.

Assembly committee The athletics committee is made up of members interested in the various sports, all sports being fairly represented. The adviser may well be the physical director. This group arranges contests, meets teams, looks after equipment and, if possible, sells, distributes and collects tickets.

Athletics committee The various publications of the school—newspaper, magazine, handbook—come under the supervision of the publications group. It may well look after their editing and management, or else arrange for the appointment of editors and managers. This committee helps to prevent duplication, raise standards and increase popularity.

Publications committee The function of the social committee is to promote the social life of the school. To this end it makes a study of the social needs of the school and the methods of meeting them satisfactorily. It arranges the social schedule for the year and submits it to the council for approval. Because of its co-ordinating and supervisory work, conflicts are avoided and a balanced diet of entertainments is provided.

Social committee Student courts have been successful in some schools and have failed in others (but the same may be said of student councils and most other things). They are of great value in getting students to take interest in the regulation of the school. There is nothing which can give pupils a keener sense of regard for law than to find themselves responsible

for enforcing it. Nor is the training incidental to the trying, prosecuting and defending to be ignored, but it has to be remembered that introducing children dramatically to the machinery of adult government will not place old heads on young shoulders. The dangers of over-harsh punishments, unwholesome publicity, and the stirring up of hatred, petty politics, etc. are not to be forgotten. However, student courts can be successful,¹ and are well worth a serious trial when conditions are propitious.

The finance committee, entrusted with the financial aspect of the activities, is made up of students and teachers who are inclined along these lines and know something about financial methods.

**Finance
committee**

Whether this committee is allowed to keep the money collected and distribute it directly, or whether a teacher or group of teachers looks after it, will depend on certain obvious considerations. In the beginning, at least, it may be advisable for the students to get their training by sharing the responsibility with the teachers. In any case, the activities will operate on a budget adopted by the council on the recommendation of the committee. Auditing, book-keeping and banking provide useful training, however small the amount handled. It must be noted that all recognized activities will have to be supported by the council, whether or not they add to the income.

As need arises, other committees, standing or temporary, may be appointed. They make their recommendations to the council for its consideration. These committees may be called squads if that is preferred. They may be appointed

**Other
committees**

¹ The *Gnyaya Sabha* (Court of Justice) of Mahila Vidyavaram, described in detail in appendix B, has been reported to be working satisfactorily.

to look after entertainment, ushering, publicity, welfare, law and order, school property, house and grounds and even the library. In this way, opportunities are provided for the extensive association of the pupils with the life and working of the school. The values of this committee type of internal organization are evident. However, no less clear should be the dangers of needlessly multiplying committees and increasing the complexity of the machinery.

PRINCIPLES AND PRECAUTIONS

No organization can be established without the enthusiastic co-operation of the staff and the student body. Every teacher must realize the merits of the plan, understand the details of its operation, and be willing to give time, thought and energy to stimulating and directing the pupils so that they may put forth their greatest efforts and keep up their enthusiasm. Again, it must be remembered that no plan prepared by the higher authorities and handed down can be expected to carry with it responsibility for its success.

It is very necessary that the council should be desired by the students as well as by the staff. It should grow out of a felt need, but a teacher or a headmaster who is strong in organization and executive force can afford to initiate a plan which may solve many school problems and develop a more co-operative school spirit. It is not impossible for an interested and enthusiastic teacher to work a school up to the pitch where the pupils will want it, by first starting with the natural leaders. The principle is that it must be government with the consent of the governed. Even if unanimity cannot be secured there must be the support of a solid majority. The administrator must carefully pave the way for the participation of the students in school affairs.

by taking the students into his confidence and showing them the possibilities and responsibilities involved so far as they are concerned, as well as the whole-hearted desire of the staff to co-operate, stimulate and sympathize in every possible way to make the plan a success.

After sentiment favourable to the establishment of a council has been created, the staff and head-
Supervision master must remember that they are not actively to control it. Their function is to guide and suggest, and yet, in order to make the plan a success, greater effort must be put forth than is required for the successful operation of the more common system of school control. There must be a measure of supervision, but it must be tactfully exercised if the valuable benefits of the school's social life are to be realized. If the council is hampered by official domination it will despair of doing anything and the other pupils will regard it as the pawn of the principal. At the same time it will prove fatal if the staff think of it as an impertinent and mischief-making body. Suspected by both sides, the council will inevitably prove ineffective. The theory behind all this is entirely consistent with the fundamental principle that has been repeatedly emphasized here, namely the establishment of a relationship of sympathetic co-operation between the teacher and the student body, to the end that the teacher, while still preserving his authority and recognizing his responsibility, will be looked upon by the pupils as a guide and counsellor rather than as a taskmaster.

After the organization has been perfected and the
Steady but scheme inaugurated, it is essential that it
cautious should be made to function. An inactive
progress organization soon atrophies. There must
 always be something useful and definite to do.
 Only by evident accomplishment can enthusiasm be kept

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up, but the stimulus to activity should not be always unchecked. Frequently, a too sudden transition is made from the old forms of discipline, where the pupils are held with an iron hand, to the new, where they are thrown largely on their own resources and initiative. It is better to proceed cautiously and not allow the council to undertake too much at the very outset. The scope of the activities may be extended when this is justified by experience. It is wise to keep both the staff and the student body in close touch with what the council is doing.

THE VALUE

The benefits that such a student organization can confer on the school and on the students need no lengthy treatment. The advantages mentioned in the last chapter apply here also—teaching co-operation, making the student more self-directive, giving him opportunities for leadership and initiative, and so on. It may be noticed also that he learns to cultivate self-control and self-discipline. He learns by doing. Experience in actual situations is the most efficient teacher. These educative opportunities are shared by the voter as well, for he soon realizes the importance of choosing officers and representatives with care.

Besides, the council constitutes an invaluable channel of communication between staff and students. Lack of a medium of understanding and co-operation is one of the most serious drawbacks in the vast majority of our schools.

Staff-student understanding

It is of the utmost importance that the staff and the headmaster should know what is going on in the heads of their innocent-looking pupils. The most disastrous

disaffections arise in school life as elsewhere through misunderstanding.

Through the encouragement of pupil participation in school government, and its attainment, there is constant appeal to those qualities which make the good citizen and the school becomes less artificial and more like a type of free, growing and self-governed society.

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CHAPTER III

THE SCHOOL ASSEMBLY

ONE of the most distressing drawbacks of the Indian high school and college is the lack of loyalty amongst the students. This lack of devotion and attachment to the school makes a hundredfold more difficult the solution of the many school problems, large and small. Without co-operative effort much that is desirable must be left unrealized and unrealizable, and no high standards can be adopted by a school except with the aid of a strong school public opinion. The cultivation of group consciousness and *esprit de corps* must therefore be considered of urgent importance.

PURPOSE AND VALUE

The psychological effect of meeting together as one body, from time to time, in a hall or auditorium Promotes school loyalty is irresistible. A sense of social coherence and school unity is greatly assisted by the periodical assembling of all the students and teachers. Occasions should therefore be furnished for the school to become conscious of itself as a group. This is one of the most valuable purposes served by the school assembly, and will be found dealt with at greater length in the chapter on the school spirit.

As an administrative device, the weekly assembly is not without significant advantages. Through Administrative value announcements and otherwise, it makes for a common knowledge of rules, customs and traditions, which means the unification of the school

spirit.' The headmaster has the opportunity of addressing the whole school on such occasions. The important events of the week before them may be announced with the necessary remarks, and worthy achievement may be suitably recognized. It must be added, however, that while the administrative feature is essential and important, it can easily become over-emphasized, as indeed it is in many institutions.

The main value of the assembly is educational. Pupils have a chance of learning how to behave at public gatherings, and who can deny that 'audience-training' is a feature which grows in importance with increasing democratization. The assembly provides opportunity for the exercise of initiative and responsibility in planning, and of group co-operation in performance. It gives training to a large number of pupils in effective appearance and expression before a critical audience. It motivates¹ the activities of the different school clubs and associations. It contributes dignity to service in student organizations by according appropriate public recognition of their work—through the initiation of officers and the presentation of badges and insignia. It instils common ideals and virtues indirectly rather than by sermonizing about them. It raises and registers the tone of the school and furnishes one of the best opportunities for setting up standards on which alone good school morale can be built. It helps to give unity and meaning to the complex life

¹ The words 'motivate' and 'motivation' used in this book need a word of explanation. Ugly and annoying to the unaccustomed ear, they express the idea 'provide motives for', 'supply driving power for' much better than any single recognized word. Having been first introduced into psychological treatises, they are now being increasingly adopted in books on education.

THE SCHOOL ASSEMBLY

and painful or contemptuous emotions in the review of wrong.

Some schools are so large that an assembly of the entire school is impossible; not all schools have a large enough auditorium. This may necessitate holding the assembly in two sections and perhaps on different days. This is not a vital handicap. Again, some schools hold a short assembly at the opening of each day; in others, a longer period is set aside at stated intervals, usually once a week. Good daily programmes are impossible and daily assemblies are likely to become perfunctory in character. The weekly assembly, in spite of administrative difficulties, is much to be preferred. One good programme a week is better than daily routine affairs consisting of formal talks and unnecessary announcements.

If it is impossible to have such meetings once a week or even within school time, it is desirable that a School convocations convocation or assembly of the school should be held at the beginning and end of the school year. If it does nothing else, the first meeting will, to say the least, introduce the members of the school community to each other. New-comers will be made conscious of their membership in a large and impressive group. Further, the key-note of the year's work may be sounded then. On that occasion the initiation or installing of student office-bearers may well be conducted and their privileges and responsibilities made the subject of comment by the principal or headmaster. At the closing assembly the outstanding events and achievements of the year may be reviewed and the parting message given. There is much to be said in favour of making these occasions as impressive and memorable as possible.

The majority of the programmes should represent the

effective, however, the school assembly should be as carefully planned as any other activity connected with the school.

The committee may well assign in turn to the various clubs and classes, responsibility for assembly programmes, and thus make for competition between groups. A suitable prize and 'honourable mention' might be offered for the best programme of the year. Such competition, with its demand for an evaluation and ranking of each item and programme, will be found helpful in setting and raising standards for the conduct of the assembly. If, however, a keen enough interest can be secured without the competitive idea, or if, with its introduction, undesirable features become manifest, the motive of rivalry should be entirely withdrawn. Each group may then be stimulated to do the best that it can and to excel its past record. It is desirable that these programmes should be reviewed by the committee and rehearsed, if necessary, before they are actually staged.

Both in Germany and in America the hall address is much in evidence. It is often preceded by the reading of some inspiring passage. It is considered desirable that the headmaster should once a week or so give a short address to the whole school. He may make this an appeal for greater effort toward some particular goal in character building, or a plan for carrying out practically some lesson of helpfulness. It must be added that if any good is to result from these talks—the limitations of sermonizing not being forgotten—the incidents upon which they turn should be drawn from reality (history, contemporaneous events, etc.) and used to excite pleasurable emotions in the contemplation of right,

committee has the custom of deriving a portion at least of the assembly programmes from such sources. The children soon realize the character of the work which may be presented and the degree of excellence necessary. Every group is therefore watchful in its daily work to discover some product adapted for use in the assembly. It is also realized that it is a distinct honour to be allowed to provide a programme for the assembly.

The following list of topics and subjects is merely suggestive of what can be done along these lines. Most of these items are within the capacity of students and they help to drive home much valuable information and to inculcate many useful habits and attitudes. Such topics as health habits, posture, sanitation, flies and mosquitoes, foods and their values, and other subjects along the line of general welfare are of great practical importance. Certain public institutions, for example a bank, post office, municipality or corporation may very usefully be dealt with by students, or by persons representing those lines of work. Travel talks, preferably illustrated with lantern slides and pictures, are bound to widen the pupil's mental horizon. Of school matters, the following may well form subjects for assembly programmes:—student councils, good sportsmanship, purposes and membership requirements of clubs, recognition of achievement and distinction, explanation and awarding of school honours, initiation of officers, and campaigns for health, thrift, courtesy and punctuality. Suitable material may also be developed from high school subjects—structure of plants, flowers, butterflies, etc., dramatizations from history and literature, mock trials by the civics classes, reading of students' poetic compositions, short book and play reviews, the proper use of the library, and work in domestic science and manual training accompanied

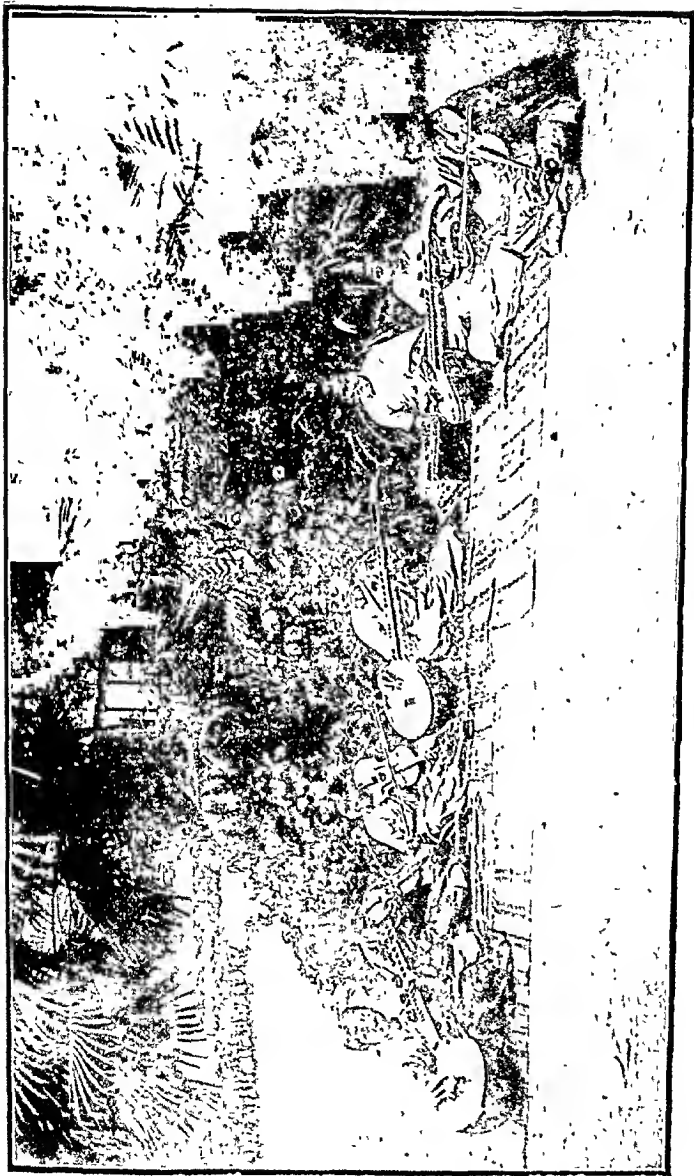
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school and its work. There is untold wealth of material in every school out of which good programmes can be made. The advantages of getting the students to participate in these items are so obvious that it is surprising that so little use has hitherto been made of student talent.

Assembly programmes It is desirable to add, in this connexion, that speakers, musicians and actors from outside may occasionally be invited to the school platform. They represent high achievement in education, travel, art, music, drama, etc. and it is worth while and proper to secure them.

Outside talent This, however, should be done infrequently and with discrimination. As has already been pointed out, it is desirable to build the regular programmes from the life of the school itself.

Life of the school as source Inter-class contests in public speaking, musical items by individuals and groups, short dramatic performances, the celebration of national holidays and birthdays of great men, the awarding of school emblems and badges, the swearing in of office-bearers—all these furnish means of securing the wide participation of pupils. There are many questions of social ideals, scholarship and discipline which are suited for profitable treatment by students in the meetings of the entire school. Some programmes may be designed especially to inspire right social conduct and the adequate bearing of responsibility; they aim at unifying the school community by the discussion of common purposes and relationships. Pupils are thus brought into close contact with the policies and principles of the school. Strong incentive is also supplied for all phases of high school work which may result in products suitable for use at the assembly exercises of the school—if the programme



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A SCHOOL ORCHESTRA

These pupils of St. Thomas's Convent School, Mylapore, Madras, gave a highly creditable performance of Indian music before a large audience, which included Lady Beatrix Stanley, wife of the Governor of Madras.

by appropriate demonstrations. Music—vocal and instrumental, solo and group—may advantageously be arranged occasionally in the place of the ordinary programmes. The history and development of certain kinds of music, and the musical instruments of other lands will increase the pupil's powers of appreciation and understanding of music. The programmes and exercises required for special days, seasonal festivals and anniversary occasions provide the same values and opportunities for the work of the school as are afforded by the regular assembly. If proper care is taken to vary these performances from year to year, they can be made immensely interesting and really valuable. It is very desirable to make provision for the proper observance of these special days through debates, addresses, pageants, dramas and cinema and lantern demonstrations. The important thing to stress in this connexion is that these subjects and exercises should grow out of the regular work of the school. In addition to those given above, boy scout and girl guide demonstrations, know-your-city programmes, demonstrations of good manners at parties, meetings, school, and home, etc. could be arranged with ease and advantage. It is usually much better to dramatize a topic than merely to talk about it. Illustrative materials also add greatly to the effectiveness of a talk.

It must be said that while it is not likely that all of these items could be managed by any particular school, a certain selected number could be given every year by even the average high school.

In the assembly the headmaster has a chance to unify his school and create a larger social spirit. The headmaster's part Occasionally it may be better for a headmaster to delegate to an assistant the perfecting of the disciplinary aspects, but any attempt to free

himself from the need of criticizing and reprimanding is fraught with dangerous consequences. He must be the ultimate authority for reproof as well as for praise. He must let nothing unfit him for, or hinder him from, exercising the best function of his office—that of being a leader and guide and a creator of ideals and aspirations. He should speak from time to time on matters of school policy, routine and character improvement. A headmaster who loves his work will find no difficulty in getting material for his talks. Of course, the interest and responsiveness of the pupils will be in direct ratio to the sympathy, humour and sincerity of the speaker.

It must be remembered, however, that the headmaster's part in the assembly should not be a conspicuous one. He should restrain any natural tendency to occupy the centre of the stage too long or too frequently, realizing that when he needs to speak, his words will be all the more effective. Announcements regarding pupils' activity should be made by pupils from the platform. The democratic quality of the assembly is more fully secured if some representative of the club presenting the programme or the president of the council occupies the chair on such occasions. The proper conduct of the assembly should not be dependent on the commanding sweep of the headmaster's eye. Needless to say, this represents the goal to be achieved and therefore involves much preparation and long training.

In conclusion it may be said that the ideal should be

By way of summary	to have school gatherings where pupils learn, through co-operative effort in school affairs, to share their interesting experiences and to express themselves clearly, naturally and intelligently, and where they grow towards higher standards of comradeship, citizenship, and scholarship. Such an assembling
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together will necessarily result in the creation of a deep, earnest feeling that 'every one is for every one else'. Among the teachers it will be no longer 'my boys' and 'your boys', 'my girls' and 'your girls', but 'our boys' and 'our girls'. In vain are these assembly meetings if a sense of unity is not becoming increasingly evident.

SELECTED PARALLEL READINGS

Cook, F. J. and others, 'The Morning Exercise as a Socializing Influence', *Year-book*, F. W. Parker School, Chicago.

Cox, P. W. L., *Creative School Control*, ch. ix.

Cubberley, E. P., *The Principal and His School*, ch. xvii.

Foster, C. R., *Extra-curricular Activities in the High School*, ch. vi.

Fretwell, E. K., 'The School Assembly', *Sixth Year-book*, National Association of Secondary School Principals, 1922.

Hayward, F. H., *A First Book of School Celebrations; A Second Book of School Celebrations*.

Meyer, H. D., *Handbook of Extra-curricular Activities*, ch. iii.

CHAPTER IV

SCHOOL PUBLICATIONS

SCHOOL publications present a field of activity which almost invariably fascinates pupils. The results can be of enormous importance to the community, the school and the individual pupils. It is therefore the business of headmasters, teachers and pupils to accept or formulate a constructive policy for the proper conduct of this activity. For this the publications committee of the student council may be made responsible.

The advantages of encouraging pupil interest in school newspapers, magazines and handbooks are fairly obvious and yet rarely secured. To mention some of the values briefly: school publications unify the school and foster the school spirit; they mould and influence school opinion; they encourage desirable school activities and enterprises; they give authentic information regarding the school to students, parents patrons, old students and other schools; they serve as a medium of expression of student opinion; they provide opportunity for creative work and self-expression; they develop qualities of co-operation, tact, accuracy, tolerance responsibility, initiative and leadership; they foster cordial relations among schools; they record the history of the school and help to advertise the institution. These gains are weighty enough to justify even the average school in considering the ways and means of undertaking something along this line.

THE HANDBOOK

The new student should be welcomed to the school and

made to feel at home as soon as possible. At a critical time in his life he should be given right and sympathetic direction. He is anxious to know something about the school, its rules, regulations, customs, traditions, activities and organizations. Knowledge of laws, etc. is no guarantee of their observance, but it is the indispensable basis of intelligent conduct; and then, when it is remembered that this mass of new students, representing many different homes, schools, and social and occupational backgrounds, needs to be welded into a homogeneous group, it becomes evident that the task confronting the school is by no means a small one.

While many of the values described earlier apply to the handbook as well, the main purpose of the handbook is to hasten the assimilation of the new-comer. It seeks to supply in a compact and convenient form general information about the school for all pupils, teachers and friends of the school. The handbook codifies the various rules and regulations of the school, introduces the school and its organizations to the new student, offers counsel, and explains to the student what is expected of him. In other words, it seeks to make the new-comer feel a little more at home in his new surroundings, a real citizen of his new community.

In view of the very definite purpose the handbook is meant to serve, there are certain items which it will contain. They may be classified as follows:—

Contents and arrangement

Introduction :—

Name

Date of publication

Picture of the school

School emblem or motto

SCHOOL PUBLICATIONS

- Headmaster's greeting
- Table of contents
- Foreword by the student council
- History of the school
- Names of members of the staff

Organization of the School :—

- Calendar of the school year
- School rules
- Attendance requirements
- Absence
- Lateness
- Fees
- Transfers
- Library—information and rules
- Textbooks
- Examinations, regular and special
- Reports
- Prizes, medals and scholarships

Student Activities :—

- Student association
- Constitution
- Student council
- Clubs and organizations
- Names of officers
- Rules and requirements

Customs and Traditions :—

- Smoking
- Dress and personal appearance
- Manners and courtesy
- Care of school property
- Lost and Found department
- School songs

Miscellaneous :—

- Do's and Don't's
- How to study
- Code of good sportsmanship
- Poems, articles, etc.
- Index
- Student time-table
- Space for addresses
- Memoranda and diary

It is very desirable that much thought should be given to the selection and arrangement of these many and varied items, and that they should be accurately classified under appropriate headings. Failure along this line means failure to think in terms of organization, accessibility and attractiveness. In the preparation of a handbook it will be found worth while to consider the following questions :—What is the purpose of our handbook? For whom is it, in the main, intended? On the basis of purpose can this item be justified? Can it be justified as written? Will it have to be changed every year? As written, how will it look in print? Where will this item fit best in the book?

Attractive names, for example 'Pilot', 'Guide', 'Pathfinder' are much more interesting than 'Manual', or 'Rules and Regulations'. The name of the school should appear on the cover or on the fly-leaf. The pupil's first impression is of much significance and so attention given to making the cover neat and attractive is not really wasted. It is appropriate to have the volume bound in the school colours.

The book should be small and handy so as to be easily carried in the boy's most convenient pocket. Perhaps

six by four inches may be considered the best size. The number of pages will depend on the size of the book, the size of the type, and the amount of space to be left for diary and memoranda, and the price (if students are to buy it), which must put it within the reach of every one. The type should be large and clear and the paper of fairly good quality.

In addition to these features there are others which make for attractiveness. If it is borne in mind for whom the book is chiefly intended, the style will be simple, clear and concise and the paragraphs will be short with the headings in bold type. Much is to be gained by having a picture of the school as a frontispiece. That suggests the unifying and central loyalty. Further, what is to be put in regarding manners, sportsmanlike spirit and the like can be much more profitably written interestingly and as far removed from sermonizing as possible. For example, 'A Recipe for Athletics' and 'The Diary of a Good Sportsman' are of much more worth than an article on sportsmanship. Finally, no handbook can be considered well prepared which does not include a table of contents at the beginning and an index at the end.

The handbook may be issued without extra pages for a diary. In that case it will be smaller and cheaper, and can be published with less inconvenience once in two or three years. But there is much to be gained by the inclusion of a diary in the handbook. The diary habit has many obvious advantages to recommend it, and most students are not likely to get into it except in some such way as this. The presence of extra pages marked out for use as a diary is an incentive which few can resist. Diaries sold outside are more expensive than schoolboys can afford, and because they follow the calendar year, necessitate a break in the

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record of the happenings of the school year. Even a week to a page in the handbook is better than no diary space at all. Further, these diaries of schooldays will make interesting reading years hence and perhaps prove invaluable as biographical or autobiographical records. A start in keeping a diary can be easily given if the outstanding events and holidays of the school year are printed under their dates.

The cost will depend on the size, quality, and number of copies needed and therefore is bound to vary in different schools. If a diary is included, the book will be of use to all the students and teachers of the school and not merely to the new students, thus increasing the market and reducing the cost per copy. If it is at all possible to manage it, publishing the book each year is advisable, otherwise such material as the names of members of the staff, officers of clubs and societies, captains of teams, and the school calendar are likely to be largely out of date.

In view of the great usefulness of the handbook, it would be reasonable to collect a small sum for it from the students, along with their first instalment of fees. As the cost is not likely to exceed four or six annas, there ought to be no difficulty in meeting the expenses out of this small levy. It may not be prudent to expect to recover the cost by merely placing the book on sale. On the other hand, if the student association collects dues from all students, it will be possible to distribute the handbooks free and meet the cost out of the association funds, as in the case of other extra-curricular activities. If these ways are not open, the student council may have to fall back upon dramatic performances or variety entertainments, and raise money through subscriptions and the sale of tickets. While advertisements may cover a part of the cost of the

handbook, they are likely to detract from its dignity and general attractiveness.

The preparation and publication of the handbook might be handled by the Student Council Publications Committee as an extra-curricular activity. Generous assistance from members of the staff will of course be necessary to prevent undue or misplaced emphasis, a boastful manner, misrepresentation, unnecessary details, etc. This committee should be appointed about the middle of the year previous to the appearance of the book. That would ensure the appearance of the handbook not long after the reopening of school. Student participation is desirable as the pupils of the school, having been new-comers themselves, are even more keenly conscious than the teachers of the mental and emotional attitudes and needs of the new-comers. With regard to the editing of information about organizations and clubs, some uniformity of outline is desirable. The description should include in each case the name, purposes, eligibility, time and place of meetings, and general activities. The first book issued should be small rather than large. A capable board of publication is one which enables the stranger to obtain the desired information with a minimum expenditure of time and energy.

THE NEWSPAPER

Every school can have a newspaper, not a sixteen-page printed daily newspaper perhaps, but nevertheless an organ of publication. Local conditions will have to determine the type, size, price, organization and other particulars, but there are some suggestions which may appropriately be given here. There is no denying the fact that the school newspaper

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can fulfil a definite function. Its function is to publish school news while it is news, and through its editorial page to aid in forming and guiding public opinion. It provides opportunities to capitalize the achievements of the school and of its individual members, pupils and teachers, for the benefit of all those in or out of the school who are interested, or may be interested. As an integrating factor making for the common possession of information, its value is obvious. The newspaper expresses the achievement, the life, the joy, the enthusiasm and the idealism of the school, and not only reflects, but guides the spirit and quality of the school. Because of the frequency of its appearance it realizes to a marked extent the values associated with school publications in general.

There are several possible types of newspapers. It is conceivable to have an effective 'read' newspaper, the news being written out by the committee and then read to the group. After the reading the paper is left on the notice-board for further reading and examination. It may be possible to have two or three type-written copies made and circulated in a class until all students have seen it. These may even be put in different places in the building, thus becoming available to everybody.

Another variety which is within the reach of most schools is that which is typed on paper and fixed on the notice-board or elsewhere. It may even employ the newspaper column style with headlines, cartoons, etc. After the columns have been typed separately they may be pasted either back to back or on another paper, or two columns may be typed on each sheet. The paper would therefore have to be written on one side only. This type

makes possible the adoption of most of the sections and features of the ordinary newspaper.

If mimeographing or cyclostyling is possible, an even better kind of newspaper can be made available. This is not only less expensive in the long run, but much more like a newspaper. With the use of stencil, stylus, celluloid sheets and cuts or blocks, many desirable effects can be produced. Only a small subscription will be necessary to pay for the articles used.

If, however, a school can manage it, there is nothing like having a printed newspaper of its own. But all the types described above are newspapers so far as the students are concerned, whether printed, cyclostyled, written or merely read, and many of the suggestions for the printed page can be applied or adapted to the other types.

News has been defined as 'anything that happens in which people are interested'. The more people it interests, the more 'news value' it has. Interest is keenest when news is recent, unusual, nearest at hand, most significant and 'human'. In a school there are many opportunities for dealing with events which concern persons and places near and familiar to the reader. However, it must not be forgotten that since the paper goes to many homes and other schools, it should represent the best in the school with regard to each item of news. The editor as well as the reporter should make sure that it will interest a large enough number of readers, and also that it will interest them sufficiently.

There are many possible sources of news in a school—the headmaster and other administrative officers, the staff and the students; there are meetings, functions, activities, athletic events, etc. Each student is potentially a source

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of news! However, news does not just come in. It must be dug up. The news-gatherer is largely responsible for the character of the paper. If he is careful, responsible, accurate, industrious, resourceful, courteous, and has 'a nose for news', the school will have a paper of which it may well be proud.

Much variety is possible even in a school newspaper. The variety of student activities provides not a little material of likely interest to the varied tastes and temperaments represented in the school. Then there are news items, editorials, 'feature stories', correspondence, helpful information, illustrations, humour, fiction, advertisements and miscellaneous matters. School news may be classified as regular, personal, social and athletic. Feature or 'human interest' stories are short articles about interesting or amusing incidents and are meant to entertain the reader.

Advertisements should be grouped on some principle, and they should be put in the less prominent portions of the paper. Many advertisers do not know how to write a good 'ad.', and this work may be done by the advertising staff. Well-written, well-placed advertisements add to the attractiveness of the paper, in addition to contributing to the financing of it.

Obviously the quality of the newspaper depends upon the staff looking after it. Therefore much care should be given to the selection of a competent staff. After a paper has been running for a year or more, there will be the assistants of the previous year to consider for the main jobs. In the beginning, appointment by the student council is likely to be safer than selection by popular vote. The teacher-sponsor, because of his experience and better judgment, acts as

adviser for the publication. He should be one who knows, or is sufficiently interested to get to know, about publications and the managing of them, one whom the students respect, and with whom they will co-operate. The editor-in-chief should be an upper classman, one thoroughly familiar with the school and its activities, and a student in whom the staff and the students have confidence. He may delegate work to his colleagues but his duty is to see that a good paper is published. He will hold newspaper staff meetings for the discussion of pertinent problems. The business manager and the advertising manager perform tasks appropriate to their offices.

Since it costs money to publish a newspaper the business aspect of it is important. The **Cost and circulation** paper should be self-supporting as far as possible. Subscriptions and advertisements are the two chief sources of income. The ideal should be to sell it to all students, alumni and friends of the school. The success of the circulation largely determines the success of the paper.

The lower the price, within certain limits, the better the circulation. There needs to be very thorough canvassing in the school and outside if a paper is to be established on a sound basis. After the first paper is out, or perhaps before, it would be desirable to conduct this campaign. It should be the policy of the staff to collect all dues at the earliest opportunity, accepting even partial payments in the beginning. To those who have paid, the paper may be distributed towards the end of the last period of the day. (Then it will not disorganize the school, and the pupil is more likely to take it home and interest his parents.)

The sale of advertising space is the other big source of income. Without this, a journal would be almost

unthinkable. The amount of space to be sold will depend on the amount of the cost to be recovered, which ought to include actual cost plus fifteen per cent for depreciation and emergencies.

However, on no account should prospective advertisers be appealed to on grounds of charity. Such a procedure is absolutely wrong. Any business man will advertise if he can be shown that it will mean increased business or trade. Therefore the first thing to do is to make a list of all the firms and shops in the neighbourhood which deal in goods used by students. It is bad business and poor ethics to set up a situation where school editors or the school authorities begin to expect something for nothing!

Other ways of helping to finance the newspaper are along the line of giving dramatic performances, entertainments, musical programmes etc. Even athletic contests can bring in some money.

Good business methods in handling the newspaper would include the making and following of a budget. While the newspaper is not a money-making proposition, there should be a reasonable surplus rather than the opposite. As has been indicated, the budget will have to be based on the estimated income from subscriptions and advertisements. If there are several printers available, bids from more than one may be secured for the year and compared. Once the budget is made, it should be followed as closely as possible.

In conclusion it may be said that if this project is to grow in effectiveness, there should be an expanding library of suitable books and magazines, and a fairly large exchange list. Even though it may not be possible to start a printed paper during the very first year, it is worth while to

attempt a newspaper of some sort. The interest it will stimulate in the reading of other papers and magazines is a great gain. It is quite possible that in India a monthly magazine will fare better than a weekly or fortnightly newspaper. Each school will have to decide this matter for itself.

THE MAGAZINE

The magazine is probably more effective in developing self-expression and creative work than the newspaper, though most of what has been said in that connexion has obvious value here. Art and literature are its chief concerns, consequently there are more opportunities for originality in the magazine, and more opportunities for students of widely differing abilities and interests to produce the type of material in which they are most interested. But there are possible serious dangers which cannot be ignored. The magazine is likely to attempt to carry more news than it should. Usually its contents fail to grip the interest of students and its humour is largely borrowed. Usually the literature is not worth publishing. The editorials are lectures and moralizings of no particular value. Too few students participate in the production of the magazine. Besides all these defects there is the likelihood of its being expensive.

There are no doubt ways of meeting these difficulties and there are already some notable successes in this field. If the journal is to prove successful, it must be a publication of the school and not merely of the staff. It must secure variety, and omit material likely to be uninteresting to students. No particular group or interest should be allowed to monopolize its pages.

So far as costliness is concerned, it may be said that by

reducing the size, by economizing on covers and blocks, and by securing advertisements, the price can be lowered considerably, and if the school teaches printing as a subject in the vocational or manual training classes, there is no reason why the printing students should not undertake the printing of the school magazine. It would be both useful work and splendid practice.

While printing is very desirable and contributes not a little to the attractiveness and usefulness of the magazine, it is not absolutely necessary. Some schools issue their magazine in type-written, cyclostyled or mimeographed form. In such cases the cost can be easily met by the sale of these copies. If there are only a few typed copies available, a small fee of half an anna or one anna may be charged each student for a reading. Because it contains contributions from their friends and classmates, a keen desire to have a look at the magazine may be expected. This method has been tried in at least one college with remarkable success, and will, it is hoped, prove worth while in a school.

As a stimulus to thought, scholarship and creative work among the students, whose productions when of distinct merit should be preserved and exhibited, it has few rivals. Getting an article published in the magazine may well be held out as an honour much to be coveted. Parents take pride in seeing what their children are doing and therefore the magazine conveys a monthly message to the home. The board of publication should discover, encourage and develop talent along the various lines represented by the material of the magazine—editorials, literary productions, school notes, athletic records, exchange comments (regarding other schools), jokes, etc. In this way the

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number of educational opportunities will be multiplied, the interest of students will be increased and the material published will be more varied and interesting than if produced by a small board or by the staff. However, each school has to decide for itself as to which—a magazine or a newspaper—is more useful to the pupils, the parents and the school. There are no objective data yet available as to the relative merits and possibilities of these two, and therefore there is considerable room and need for experimentation.

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CHAPTER V

EXCURSIONS AND PARTIES

'BOOK LEARNING' should be considered only a part of the work which a modern school offers its children, although tradition has lent support to the superstition that the whole of education is bound up in textbooks. In circles responsive to modern theories of education, there is a definite break with that idea and an earnest attempt to secure desirable gains from other forms of training. In this chapter two such forms of profitable experience are taken up for special consideration, and it must not be forgotten that extra-curricular activities as such are based on the fundamental assumption that there are more things in heaven and earth than are dreamt of in classroom lessons.

One of the important values of excursions and parties is the training they afford in social qualities, in getting on with people. In the classroom, on the athletic field, in the world outside, there is constant demand for this ability—loyalty, leadership, initiative, courtesy, co-operation and consideration—and yet no textbook can teach this compound virtue. These constituent qualities can be learnt only through actual situations which call them into play—socials, school trips and other outside activities. The situation is the focal point of instruction. In it centre all the traits which may be applied, all the rules of conduct that the pupil and the teacher have learnt, all the parallel situations they have found in literature and history, and all the supplementary experience they have undergone in

their short or long lives. Without the situation these diverse data can never be collated in such form as to develop character and personality through conduct and behaviour. We learn to do by doing, and the child upon the playground, in the midst of activity that is natural to him, can be more effectively guided in right doing than at any other time or in any other place. Ideals of conduct may be dealt with in the class, but they are developed and fixed largely by means of association, imitation and participation.

EXCURSIONS

Developing the body in health and strength is one of the benefits obtainable through excursions. **Physical development** Books can tell us how to be healthy, but the only way to have a healthy physique is to put the body through those experiences. Walking trips and camping afford fine opportunities for physical development, for, as the old hunter said, 'I can walk twenty-five miles with a gun on my shoulder when I can't walk five without one.'

Another aim is to develop the pupil's interests. The satisfactory use of leisure needs to be emphasized in and through our schools. **Widening interests** The visiting of museums, libraries, zoological gardens and other interesting places should suggest new interests and varied lines of activity.

However, if organized under the auspices of the school, excursions should be definitely educative. If **Relation to class work** they can be related to classroom work, they will not only stimulate interest in it, but will supply the practical contact so frequently lacking in curricular activities. Such things as sanitation, banking, water-supply, etc. can be made much more interesting by

direct observation. The art department should teach an appreciation of beauty by taking the students to see art exhibitions, beautiful buildings, waterfalls, and moonlight and landscape effects. The department of history could perhaps take its students to points of interest connected with the settlement or development of the locality, Province, or State, and periods and events studied in history could be rendered clearer by encouraging attendance at cinemas and dramas illustrating them. Geography classes might visit the rivers, lakes and rock formations of the locality, proceed to the factories and railway stations and study products, transportation, etc. The pupils interested in nature study might advantageously visit the surrounding farms, come to know the different grains and products, make collections of plants, and study bird and animal life.

The migratory instinct is fairly strong in adolescence but the school provides few opportunities for its expression. The high school pupil wants to be 'on the go' physically and mentally. He likes to make trips, explore and travel about seeing new things and places. This characteristic restlessness need not manifest itself in actual truancy or running away from home. The fact that the yearning is so often a veritable *wanderlust* raises the question as to whether the school might not turn this nomadic tendency to good account by arranging collecting trips and school excursions to points of industrial, historic, geographic and geologic interest, by providing lectures on travel and life in foreign countries, and by encouraging walking trips, vacation tours, and the like

From this point of view, one of the commendable and interesting features of German life is the school journey. These journeys vary in length from the walks taken

on Saturday afternoons with the teacher, to expeditions three or four weeks in length, which take

Walking the children across whole provinces, or even
trips in through the Alps in some of the longer
Germany trips. These journeys are taken on foot, and the school sometimes serves as a bank where the children save up their money during the year in preparation for them. They are very definitely planned to illustrate the year's work in history, geography, geology and general nature study. They are found to be excellent from the point of view of the first-hand practical knowledge that they give the children regarding the things they have been studying, for the splendid physical exercise provided in the open air, and for the many quiet social opportunities. The long trips are taken during summer vacations, but the short ones, often occupying two or three days, are taken during the school year. It is in these walking trips that the German boys come to know Germany, its places of interest, public buildings, great historic castles, battle-fields, factories, and the homes of its distinguished men. They learn to appreciate nature. They acquire resourcefulness, meet many new people, and, above all, develop a close attachment to their teachers and each other.

The children usually carry their knapsacks in which they have cooking utensils and a few changes of clothing. They buy foodstuffs along the way, and prepare most of their meals themselves. The nights they spend in school buildings and they therefore plan on going from one school to another.

Railway companies and hotels offer the parties special reduced rates and the trips are comparatively inexpensive. Usually they cost no more than the equivalent of twelve annas a day, the expense being borne

sometimes by the parents, sometimes by the school, and sometimes by private gifts.

Their popularity can be judged by the fact that one summer not long ago over 65,000 children went out from Berlin for walks of a week or more. The school takes them out for half a day or a day almost every month. One meets these parties nearly everywhere, and is impressed with the fact that they are seeing the country, learning a large number of useful things, and having an enjoyable time, all at the same time. There are at least five national associations that are encouraging walking, and there is a local association in nearly every town.

It is a pity that walking trips, which are almost universal so far as Germany is concerned, have not yet become popular in India, and in most provinces have not yet even been introduced. Doubtless during many months in the year the climate is ill-suited to such outings. It is also true that we have not the same number of interesting places to visit in the immediate neighbourhood that are likely to be found in any community in central Europe, but there are dozens of things within walking distance of nearly every high school that are quite as interesting and educative as anything that the children are studying in their schoolbooks. Even in India there are some schools which conduct excursions from time to time, but it has to be more generally realized that pupils will learn more, in an afternoon spent in this way, that they will remember and that will influence their lives, than they will in a whole week spent in school. It is deplorable that our pupils have, as a rule, never learned to appreciate the glories of the sunset or the distant horizon, to admire the beauty of the flower or the song of the bird. There is much to be said in favour of devoting Friday afternoons during the pleasanter part



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A CLASS EXCURSION

A class from the New Era School, Bombay, on a visit to the caves at Ellora.

of the year to walking trips to neighbouring places of interest. Accompanied by a teacher who is well-informed, acquainted with the different birds and flowers, and a lover of beauty, the pupils are sure to gain a real appreciation of nature and of local history.

Combination of instruction and pleasure implies that the **Procedure** and trip has been planned beforehand. A trip for **principles**: its own sake is not to be encouraged. **clearness of** There must be a specific purpose clearly **purpose** defined in the teacher's mind, otherwise, the observation of the children will be largely useless. Further, it is not enough that the teacher knows just what data he desires the children to gather. He must also know exactly what data are available in the place and at the time. The preliminary work must have prepared the children for their observations, giving them very definite problems to solve. The atmosphere must be one of anticipation and not merely of suspense—waiting for whatever may happen to surprise them next. The student who knows something about the things he expects to see, who has tried to picture them in his own mind, attempting to visualize their details, will approach the objects with a number of questions in his mind. In no task is clearness more essential than in preparation for excursions, demonstrations, and other forms of instruction which involve unaccustomed situations, otherwise, unusual and irrelevant elements yielding only incidental values consume all the pupil's energy, and the presence of a complex situation makes for confusion. Often it will be found advantageous to have these problems written in the pupil's notebooks. Children also need to be directed while they are observing. The most interesting matter is not necessarily the most important and nothing is easier

ordinary courtesy demands that groups, formally as well as informally, express their appreciation for the pleasure and privilege of the visit. This not only gives the student training in courtesy, but also leaves the person visited pleasantly impressed, thus facilitating the making of similar visits later. If necessary—and it is not likely to be necessary except in the excursion of a whole school—a sub-committee may be appointed for the preparation mentioned earlier, another to look after conveyances, fares, and so on. It must be borne in mind that, carried to extremes, this division of labour can lead to a dissipation of responsibility.

There must be efficiency on trips as well as in classroom work. Efficiency makes for dignity and respect. Both are necessary from the point of view of the student as well as from that of patrons and parents who may not be able to see the value of such trips. Efficiency adds greatly to the expectancy of the students and to the probability of success. There should be definite periods for serious work during the excursion if maximum results are to be secured. A whistle as a signal for assembling at one point will help greatly in out-of-door work provided it is clearly understood that this signal must be obeyed immediately and in all circumstances. It would be worse than useless to plan a trip carefully and then allow anything to interfere. On principle, it must be considered poor practice to make plans and then abandon them.

The educative value of the trip is emphasized by requiring from the teacher information concerning the purpose of each trip. The following form will add dignity and definiteness to the trip, and will be of no small assistance in the planning of subsequent trips. No doubt

than to look at something and yet not see what is essential. Besides, it is extremely difficult to correct a misconception growing out of careless observation. Hence it is always advisable to test the success of the observations while they are still being made. One intensive and intelligent observation is worth a thousand careless ones.

A committee may be formed to go into the details of preparing for the trip. It will gather material, formulate questions and in other ways increase the interest of the group, not merely in seeing, but in seeing the 'how' and the 'why'. Although the teacher can make the arrangements and see that they are carried out as planned, such a procedure would rob the students of educational opportunities. The students should learn to respond to practical situations. Further, if proper guidance and control are to be secured, it is desirable to organize the children into smaller groups with leaders who are made responsible for the following of rules and directions. These leaders should go over the ground with the teacher before the excursion. This distribution of work and responsibility makes for the general mobilization of interest which will help to make the trip really successful. A few sub-committees may be appointed by the teacher or selected by the students. The 'Committee of Arrangements' makes the necessary arrangements with the individuals in charge of the place or institution to be visited, planning the time, etc. in such a way as to cause both parties as little inconvenience as possible. In some cases—when they are to visit a bank, post office, municipal office or the like—it would be wise for the headmaster or teacher to make all the necessary arrangements beforehand, but let the committee call on the agent or chairman and ask for permission to make the visit. After the visit is over,

ordinary courtesy demands that groups, formally as well as informally, express their appreciation for the pleasure and privilege of the visit. This not only gives the student training in courtesy, but also leaves the person visited pleasantly impressed, thus facilitating the making of similar visits later. If necessary—and it is not likely to be necessary except in the excursion of a whole school—a sub-committee may be appointed for the preparation mentioned earlier, another to look after conveyances, fares, and so on. It must be borne in mind that, carried to extremes, this division of labour can lead to a dissipation of responsibility.

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some matters are not sufficiently tractable to be treated thus, but precision and purposefulness are well worth emphasizing.

Trip Students taking trip

Date

Time left building

Time group dismissed

Place

Object

Results

How used in class work

Expense per student

Name of officer or guide to whom thanks are due

Remarks regarding food, conveyance, accommodation,
etc.

Instructor in charge

The final test of the success of such a trip is not whether the students have enjoyed it, but whether or not they want more trips, and whether or not they begin to take trips themselves. A visit to a museum should result in the student's taking many trips by himself or with his own friends. The school trip is only a curiosity-pricker. If such excursions facilitate school work they should be recognized and provided for on the same basis as maps, charts, apparatus, etc. Then they are not, strictly speaking, extra-curricular; but excursions which are longer and less frequent also provide education by bringing the pupils into contact with things about which they have read. These are perhaps not so closely related to the regular work of the school. These two varieties of school trips or excursions

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have much to contribute to the life and learning of examination-harassed Indian students.

SCHOOL PARTIES AND SOCIALS

The great value of extra-curricular activities in affording social training has already been dealt with at some length. That they provide varied and numerous experiences in the social relationships of life is obvious. Good manners, etiquette and social virtues cannot grow in a vacuum. It is necessary to provide contacts and associations in which youth will actually learn its code of conduct, actually build its social habits and actually begin to progress in the direction of sound social efficiency. It may be too early to expect much along these lines, but to ignore the obligation would be worse. We learn how to act in a social way, not merely by the direct study of what constitutes good conduct, but more by the practice of it in a variety of social activities. Social training, in the more restricted sense, is a factor in success and the young person whose home life has not afforded it, and who passes through the secondary school without receiving it, is likely to find himself seriously handicapped; and, unfortunately, school work has over-emphasized the individualistic point of view.

School socials and class parties present valuable opportunities for varied contacts and experiences and are therefore much to be encouraged. Parties of the right sort are essential to the education of our boys and girls and therefore there should be as many occasions of this nature as a sane and uncrowded social calendar can include. They develop the pupil socially, afford reasonable and healthy amusement and add interest to the life of the school.

The success of any party depends in a large measure

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on the preparation which has been made for it. The social committee appointed by the student council is to be entrusted with the supervision of the year's social programme. Representing both students and staff, the committee should consist of members interested in social affairs. It should draw up the schedule for the year and help to arrange and stage the different social events, giving its whole-hearted co-operation to the groups specially concerned.

In view of social and pecuniary conditions in India, it may be necessary to add that, while a progressive and brotherly attitude should be encouraged in a school, care should be taken, at the same time, to see that no susceptibilities are wounded and no groups offensively excluded. No pains should be spared to make these socials as inclusive and enjoyable as possible.

Preparation for parties is rarely taken seriously by students. It is often forgotten that adequate preparation should include all phases of the event. The programme of a party should be such as to include, as far as possible, provision for all students who have a legitimate right to be there. Not all socials should be of the same type. It is very desirable that fresh thought be bestowed on each event, so that something new and surprising may be introduced. The committee will do well to make a study of foreign, historical and other kinds of games and provide variety. In the same way, decorations, refreshments, music, costs and invitations need to be separately and carefully considered. Decorations add to the attractiveness of the occasion and help to make the party a success. A few annas worth of crêpe paper festooned about the room, and a few lanterns

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or some indigenous and simple decoration can introduce a fascinating effect. Nor can refreshments be treated haphazardly! Cost, menus, arrangements, providing tumblers, cups, plates, etc. and serving must be diligently planned in advance. Whenever possible, variety in the menu is to be recommended. The same thing is true of music. School talent should be encouraged and utilized for general music. Occasionally it may be desirable to have professional musicians. Too much of anything—even music—is inadvisable. It is wise to stop while there is still demand for more. No one should be allowed to monopolize the stage. The chief thing to remember is that variety is the spice of a party as of life in general! Another matter which cannot be neglected is the training of leaders. A social often turns out a wasted opportunity for want of individuals who will 'start things'. Those who are reticent need encouragement. The leaders should do the introducing, as well as the starting and directing of the games. For all these important tasks, a few leaders should be trained or instructed as part of the preparation for a party.

Successful socials do not happen. They are made, and that by intelligent and exhaustive planning. There are several matters which should be considered and outlined if success is to be obtained. A few are mentioned here.

Whose party is it? Each class will do well to have one social of its own every year. In addition, one or two general school parties will not be too much, the first one being a welcome to the new students and the last a farewell to the outgoing ones. Even class affairs may be supervised by the committee, though the initiative should be left to the group. Better two good parties a year than two dozen

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colourless ones. It may also be added that it is best not to admit outsiders and pupils who are not immediately concerned. Often complications arise by not restricting admission to those for whom it is meant.

When and where shall the party be held? It is advisable to hold parties in the school premises soon after school closes. This will not only ensure a large student attendance, but will also make possible the participation of some of the members of the staff. Besides, there is the chance of a healthy atmosphere pervading it. If extra time is required for preparation, Saturday afternoon is much to be preferred, but it must be strictly a school affair.

This does not mean, however, that the party should be repressed by laws and rules, but it is desirable to have some understanding to the effect that pupils coming over half an hour late will not be admitted, that no one should leave, unless he is excused, till the function is over, etc. It is a good thing to introduce the practice of taking leave of the teachers and other important guests. Another good practice is to have certain selected individuals stay behind to see that the things used are carefully and promptly put back, cleared away or returned. Disagreeable tasks are not half so onerous if the labour is shared by people with whom one can work without irritation.

A wise social programme is one of the most attractive things about the school, and it is the business of the social committee to see that all the classes and special interests have their due share, and no more. The events should be carefully distributed throughout the year to avoid conflict and overcrowding. The dates being set far ahead will

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leave enough time for adequate preparation. The committee's schedule should be submitted to the council for approval.

The question of cost is an important one and the committee should budget for these activities when it plans for them. For class parties a small subscription may be charged. The school socials may be largely paid for from the student association funds and supplemented, perhaps, from school funds. Receipts from dramas, sports and tournaments may also be utilized. No debt should be incurred by any class or group in order to finance an extravagant party. 'Discretion is the better part of valour.'

After every function, if possible, there should be a 'post mortem' examination. The committee in charge should discuss together the successful and unsuccessful features and try to discover the contributing causes. These points should be noted and kept for future use, so that the successful factors may be repeated and the unsuccessful avoided. Individuals who have shown efficiency in their 'jobs' should be commended. No doubt this takes up time, but if these affairs are to serve an educative and educational purpose, it is essential that some time be spent on this matter. Only thus can improvements be effected in the social undertakings of our boys and girls.

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CHAPTER VI

CLUBS AND SOCIETIES

MUCH that has been said regarding the values of extra-curricular activities is true to a special degree of the different clubs and societies in a school. However, brief mention may be made of some of the outstanding aims and advantages associated with school organizations.

Aim and value

The wise use of leisure depends on interests—their number, variety and value—and opportunities for their expression. It is the business of the school to improve the interests of the pupils. This can best be done through school clubs, which, because of their possible variety and number, offer opportunities for exploring, developing and widening the interests of students.

Improving leisure-time activities

The school society will serve to give adequate and specific training in the organization and management of an association, and to instruct and train pupils carefully in the particular, definite forms of good parliamentary usage. Club activities train students, the citizens of a school, to perform better those desirable activities that they are likely to perform carelessly. It is difficult to overestimate the importance of training pupils in the real business of conducting public meetings, for there is much ignorance on this subject even among adults. Relatively few know how to act as chairman of a meeting, or how to write the secretary's minutes in the proper form. The best way, perhaps the only way, by which boys and girls can ever learn these

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things is by direct instruction coupled with experience. Club work also develops initiative, spontaneity, sociability, co-operation and respect for law. It affords opportunities for the development of leadership, and the formation and cultivation of friendship based on a mutual interest in things that are worth while.

The activities of literary and debating societies, dramatic clubs and other school organizations afford **Motivating** sources of excellent inspiration for the **class work** regular work of the school. The work in English and the social sciences can be highly motivated if it is thus related to these so-called out-of-class interests of the students. Students attracted to any subject or phase of a subject may have, through clubs and their programmes, opportunities for further work in it.

ORGANIZATION

It is necessary that there should be some careful planning regarding the constitution of the clubs, the time, place and frequency of meeting, the scheduling of events, etc. Needless to say, this adds considerably to the standing and smooth working of the organizations.

While it may be true that all respectable organizations have constitutions, there is not **Constitution** sufficient justification for wasting much precious time on thus making a club 'respectable'. A simple constitution defining the purposes, organization and activities of the club, and stating the time, place and frequency of meeting and the duties of the different officers, is all that is needed. The particular form adopted by the school should contain all that is required for the needs of the school and no more. In this connexion, children should be taught the need for system, rules and regulations.

Each organization should have a sponsor from

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amongst the staff. It may be best to allow the pupils to elect their adviser except when there is a danger of overburdening some one teacher. Sympathetic understanding as well as the requisite ability should be present in a suitable adviser. It is essential that it be understood that his function is advisory and not dictatory, he is to guide and not to dominate, otherwise the pupils will be robbed of their opportunities for growth and self-direction. He should feel and act as a member of the group, ready to contribute whatever his more mature experience makes possible and desirable for the success of the activity of the group. Great care should also be taken to prevent students from depending too much on the teacher-member.

Every club should be open to all pupils who have the necessary equipment and interest. The way to avoid cliquishness is to rule out election as a method of admission. In some clubs, for instance those for music and drama, a certain amount of skill may be required of would-be members. At the same time it must be remembered that the extent of participation in these extra-curricular activities cannot safely be left to the pupils. Restrictions may have to be placed at times on the number of offices which an individual may hold at any one time. Undue attention to these activities is likely to prove a serious danger if satisfactory class work is not stressed as an indispensable precondition. The teacher-adviser may well be expected to look after this matter.

As a rule it should not be necessary to charge any special club fees. The student council should provide for expenses out of the student association funds. If some membership fee should be felt to be necessary, care should be taken to see that it is not high enough to be considered excessive by the student of

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slender means. Small assessments for parties and picnics are perhaps unavoidable but should be kept as low as possible. The practice of giving dramatic and other performances for the purpose of raising various funds should be discouraged if it is found to be making undue demands on the time and strength of the participants. A close check should be placed upon the amounts raised and spent, and an accurate system of accounting and auditing should be maintained. The most satisfactory plan of managing finances is that which provides for a general fund from which allotments are made to the different clubs.

There is much to be said in favour of providing for club meetings in the regular time-table. If they are worth being patronized by the school they are probably worth being conducted in school time. If the proper atmosphere can be ensured, including them in the day's schedule may not only make them more convenient to attend, but may make it possible to demand of them the efficiency that is expected of other classroom work; but if these meetings can be held soon after the school session with no appreciable sacrifice of efficiency and popularity it may be best not to complicate the high school time-table. A schedule of club meetings should be prepared by the student council so that there may be no crowding, conflict or confusion. Some clubs tend to monopolize all available evenings, thus handicapping the less popular ones. A fixed programme for the different days of the week may be of advantage in some cases.

All clubs should meet in the school premises, unless they are permitted to meet elsewhere. The school is responsible for these activities, and so should have the final control of them. If a club desires to hold a meeting outside, it must secure the

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sanction of the headmaster in advance. As far as possible the school should be made the centre of these activities.

The number of meetings to be held will depend upon the nature of the club programme, but in general, **Frequency of meeting** it may be said that quantity should not take the place of quality. One good meeting every two weeks is very much to be preferred to weekly routine affairs for which little special preparation has been made. A club which has a variety of types of meetings will be more valuable and interesting than one which has only the regular traditional type to offer. Social, recreational, humorous and other types of programme may well be interspersed among those of the formal type. As has been mentioned, the student council should see to it that the different clubs are duly provided for and have a fair chance in the extra-curricular time-table of the school.

TYPES OF CLUBS AND SOCIETIES

The different interests of the pupils should find opportunity for expression and development. **Need for variety** For those interested in music, there should be music clubs for the cultivation of music, both vocal and instrumental (violin, veena, sitar etc.). Similarly it may be possible to organize dramatic clubs, historical associations, literary societies, walking or travel clubs, boating and swimming clubs, fine arts clubs, science clubs, and appropriate organizations for first aid, nature study, etc. It is very desirable that a much greater variety of natural interests should be represented in school societies than is common in Indian schools. With so great a variety possible, it is altogether unnecessary to starve our pupils. or attempt to put them on so unappealing a diet. Stereotyped and traditional kinds of clubs are in danger of ceasing to interest students unless some variety in their

programmes is planned from time to time. A few of these clubs are briefly dealt with here, with a view to suggesting some changes along this line. There is much room for the exercise of initiative and ingenuity in the forming of new and desirable school clubs. Happy is that school which can break away from the formal and routine and devise new ways for the expression of varying interests and abilities.

Literary and debating societies are a legacy to our high schools and colleges from the early Greek and Roman schools.

Organized like other clubs, literary societies should be open to all students. Usually, too few students participate in them and the programmes are uninteresting. This is so because the fundamental principle of appealing to pupils' instincts and inclinations has been violated. Besides, students are rarely taught the technique of public speaking, nor are they sufficiently impressed with their responsibility to be thoroughly prepared to do their part well.

The literary society of the school should cover a wide field and give an opportunity for talent to express itself in a larger and freer way than is possible in the classroom. More interesting programmes could be secured by the introduction of biographies, original compositions, stories, poems, plays, essays, reviews of books, dramas and other forms of current literature.

No one can question the value of training young people to make practical use of their attainments in writing and rhetoric. Teachers should be members of these societies and should strive unobtrusively to get them to do such things as will be most creditable to the school and most helpful to the members.

There are few activities in the school which offer a more

complete and comprehensive set of advantages than a debating society. Debating may well be said to embrace in itself almost all the values of both curricular and extra-curricular activities.

Debating societies Though potentially so valuable, in actual practice the debating society is one of the most abused of **Usual defects** high school activities. Often winning is emphasized to the exclusion of all other aspects, and debating is allowed to become an end in itself instead of a means to the larger end of educating the student participant. There is also the danger of developing superficiality, insincerity and glibness, which the method of selecting speakers and the usually permitted style of ridiculing opponents make deplorably unavoidable. The subjects chosen are often beyond the grasp and above the interest-level of the students. Besides, those who need the training most are usually the ones who get the least of it.

These evils can be overcome by patient and intelligent effort. In the first place, the educational values of debating should be brought home to the minds of the pupils. Winning will then be seen in its proper perspective, and reasoning will take the place of quibbling, verbosity and loud speaking. The greatest curse in school and college debating is this speaking without either matter or careful planning. To eradicate undesirable habits, the criticism of the various speakers by impartial and competent judges may be invited. Much steady improvement has been secured in some schools by the adoption of this procedure. Occasionally, extemporaneous debating may be tried. These debates, for which an hour or so before the debate the question and sides are drawn, are likely to reduce some of the dangers mentioned above, and prove educative, but at the same time there is the serious

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danger of encouraging mere wordiness. Inter-scholastic debating as well as intra-scholastic debating needs to be introduced and encouraged in our high schools. It should be definitely recognized by debating clubs and their sponsors that it is quite possible to have keen debates on subjects which are in keeping with the maturity and judgment of the students, and that it is undesirable for the high school to imitate the college in its choice of topics. Finally, it is necessary to remember that the hearty co-operation and sympathetic direction of the staff is indispensable for the success of debating societies.

Little has been done so far in Indian schools to encourage talent or taste for music. Some **Musical clubs** attempts are now being made to introduce music into the curriculum of girls' schools in certain provinces, but in order to supplement these classes and achieve a greater diffusion of musical interest and ability, there is great need for extra-curricular effort. The discovering of ability is of great importance, for often real talent for music remains latent for ever. In music-loving India there is no need for an elaborate apology for the stimulation and promotion of music in the school. The school should teach an understanding and appreciation of good music both to those who can produce it and also to those who must be content to remain mere listeners. Every one is bound to hear a great deal of music and so it is necessary that the school should assume the responsibility of helping children to form desirable musical tastes.

Effort should be made to organize music clubs, **Encouraging music through organizations** irrespective of whether or not music is taught as a school subject. Such organizing will not only make it more interesting but also enhance educational opportunity. The most natural form of organization is the orchestra or

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the music club. Contests in music may be employed to promote music education. The simultaneous and harmonious use of several appropriate instruments is a feature that may well be stressed in schools where that is possible. In addition to orchestral group work, it is desirable and often possible to find enough pupils who can play wind instruments and string instruments to be able to organize, for purposes of practice and performance, separate small clubs. By such concentrated and systematic training a fairly high degree of proficiency may be achieved even while the pupils are in school. Musical ability of any kind should not be neglected. These clubs and orchestras, properly trained and encouraged, can form a delightful feature of the school life, and not only afford profit and pleasure to the members, but also exert a good influence over the whole school. The school that can provide musical entertainment is able, on public occasions, to express itself before its patrons and well-wishers in a manner that is at once pleasing and impressive.

The educational value of the drama has been recognized from the earliest times, and yet there are schools in India to-day which discourage dramatic activity on principle. Play-acting and play-attending are particularly attractive to students. They are all interested in dramas. Dramatic work gives them occasions to get out of themselves and become somebody else, to experience another's ambitions, emotions and fortunes. It provides opportunity for action and activity. As a means of getting away from the monotony and regimentation of class work, the value of the drama cannot be overestimated. To the actors it offers invaluable training in public speaking and in facing audiences. The school also stands

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to gain. Often a dull and indifferent class can be made keen and interested when a few lessons have been properly dramatized. Nearly every department—history, geography, literature, composition—may with advantage employ drama or dramatic procedure as a means of motivation. Besides, dramatic work calls for the co-operation of several different departments and is 'a school affair'. It may also be mentioned in this connexion that plays can help in the raising of funds for the support of the various school activities. Finally, as a means of securing the interest and support of the community, the presenting of a play or pageant by the scholars is bound to be effective. Parents usually respond to an appeal based on the evident achievement of their children.

Because of the many values associated with dramatic performances, it is of great advantage to have on the staff a teacher who is interested and talented in this line. He will not only help the students in choosing appropriate plays, but also coach them in their performances.

The membership of the club should be open to all interested. In this group there are bound to be some who have histrionic talent. The choice of an actor for any particular part will depend on his suitability for it. The members of the club will have to be educated to take a sportsmanlike attitude when they are not selected, and to co-operate heartily to make the school performance a success. It will be necessary to have a large number of students sufficiently interested in dramatic productions to be satisfied with working unseen, for there are a great many details connected with the staging of a play which require attention. Most of these matters may be entrusted to one or more sub-committees of club members. Confusion and disappointment can be avoided to a large

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extent by making certain persons responsible for certain definite tasks. It may be worth while to have small groups delegated to look after music, costumes, properties and scenery, ushering, tickets, stage management, business, publicity, etc., but it must not be forgotten that the machinery for staging performances should be efficient and well co-ordinated, and not cumbersome.

The programme of the year should be made up of a variety of items—plays, pageants, fairs, farces, etc. There is great need for the introduction of novelty on the Indian school stage. With so many different suitable dramas available, it is indicative of a deplorable lack of initiative and imagination to work Shakespeare to death! It is more educative to have three short one-act plays than one three-act play. The committee in charge should feel free to 'cut' a play wherever it is necessary, thus avoiding needless length or questionable language and situations. Plays should be chosen with care and with proper consideration of available material and for the end desired.

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CHAPTER VII

ATHLETICS

IN Persia, Greece, Rome, England and Japan, athletics have been required as part of the training of the cultured, in the belief, apparently, that they are a form of education.

So much has been said regarding the desirability of emphasizing physical activities in Indian schools that it is not necessary to deal with that aspect at any length in this chapter. Attention should rather be given to correcting some of the defects in the introduction and organization of athletics. Under the head of athletics are grouped organized games and sports, including running, jumping, putting, throwing, etc.

VALUES

Gains and possible dangers	Young people in their adolescence possess an exuberance of energy which, if not properly utilized, often leads to their overstepping the bounds of reason and control. Physical exercise provides a healthy outlet for surplus energy.
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It further secures organic development to the limit of inherited possibilities, and makes for a feeling of well-being. It also promotes the development of that control of the muscular system which gives skill, resourcefulness, and the fundamental basis for a broad 'manual' industrial and artistic training. It provides opportunity for securing mental and moral discipline—alertness, precision, determination, self-control, courage, team work, self-denial, loyalty, leadership and sportsmanlike magnanimity. The gains can be classified under the following heads—

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physical, social, recreational and educational. Summarizing the advantages from the point of view of the school, it may be said that, properly organized, athletics result in improving class work, developing a wholesome school spirit, and reducing the number and seriousness of problems of discipline. Further, in the playing-field a teacher sometimes learns more of a pupil's character and possibilities than he does in the classroom. On the other hand, athletics, if not properly organized and supervised, may result in overstrain, unfair tactics, unsportsmanlike conduct, and undue consumption of time, energy and money. There is the tendency also to specialization and the creation of an athletic aristocracy, which may result in unbalanced development, undesirable play habits, and the general neglect of the many. The prevalent tendency to regard athletic games as encounters to be won rather than to be enjoyed for their own sake has often made them of doubtful value and has not infrequently led to serious abuse.

ORGANIZATION AND SUPERVISION

The importance of athletics in the life of the youth and the tendencies to evil described above show the need for guidance by an administrative authority with larger vision and broader educational powers than those possessed by youth. This does not mean, however, that the organization and control of the various athletic interests should not be lodged as fully as possible in the hands of the students, but experience has shown that the play life of both children and youths must be supervised if the benefits of games are to be secured and evils eliminated. The teaching staff should therefore be represented in the management, that is in the athletics committee of the student council, and should control such things as times and places for

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training, competitive games with outside teams, the methods of raising and spending money, and the making of such rules as will prohibit those who are negligent in their school duties from playing in the several teams.

The school should hold itself responsible for not allowing athletics to be overdone. Most of the dangers mentioned earlier are the outcome of ill-balanced athletics. The school physician or the director of physical training, or both, should exercise an effective supervision of all sports and games. The more headmasters and teachers are present when practice is going on, and the more they use their influence to encourage the better features of games, the more will results accord with that high standard to which the school is committed.

The school should aim at giving all pupils a chance to participate on equal terms, and under careful control, in a widely varied range of games and sports. The proportion taking part hitherto has been too small to justify the amount expended on games, or to render effective their social, physical and moral values.

More general participation of the student body in athletics is beginning to be encouraged in most schools, but much needs yet to be done. If every one is to take part, the authorities must see that opportunities are supplied in the form of equipment and activities that will meet the capacities, needs and tastes of all.

Competitive athletics limit participation, but the easiest way to develop school loyalty is to hold a contest with another school. Inter-school competitions, when given undue prominence, result in confining the benefits of physical training to relatively few and generally to those who need

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them least. The importance attached to victory not only leads to the adoption of unethical practices, but also to wrong educational procedure. It is not uncommon for heads of schools to resort to mean methods to secure or retain players of exceptional ability. When the game is put above desirable ideals, almost anything is possible. Such intense specialization in 'sport' means that the training which should have gone to two hundred students has been concentrated on eleven or fifteen. Nor is it good for the high school student to overstrain himself and become one-sided by emphasizing his strong points. If a larger number of students could be brought into the inter-scholastic games, greater socialization would be secured. Contests between second teams is the first step. Then should follow 'classified competition', matches between class teams, age teams, size teams, etc. of the different schools. The inter-scholastic athletic programme of the future may well make it possible and necessary for nearly every student in the school to represent it in his own way. Another way of discouraging injurious specialization is to abolish intrinsically valuable rewards and prizes. As it has been said, 'What our students of to-day should strive for, is neither to be victorious athletes, prize gymnasts, nor champion strong men, but to have some of the strength of the strong man, some of the alertness and endurance of the athlete, and some of the grace and skill of the gymnast, all combined with the poise and dignity of a gentleman.'

Another aspect which needs to be stressed is the recognition and development of athletics for girls. There is a strong movement throughout the country demanding facilities for the physical education of girls. Some of the games now

Facilities for girls



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GAMES

Pupils of the New Era School, Bombay, performing the *Garba* dance.

played by girls are, like their curricula, unfortunate imitations of what was meant for boys. Girls should have their own games and sports and these should be developed with the girl in mind. If most of the students are no longer to be mere spectators, provision should also be made for playgrounds suitable for the use of girls and for the appointment of teachers keenly interested in the recreational life of their pupils.

All these endeavours require efficient leadership. Physical education has too long and too often been left to the least qualified individuals on the staff. In view of the tremendous and increasingly evident need of an adequate and comprehensive scheme of physical training, it is necessary to secure the services of men specially trained who know how to use play activities as educational subject-matter. A physical instructor must possess the educational knowledge and skill necessary to give physical examinations, supervise the nature and amount of these activities, and care for minor injuries. He must have the character-power and moral courage to check bad manners and breaches of the rules. He must be endowed with sympathetic insight, educational ideals, and social leadership, so that he may recognize individual capacities, needs and tastes, give sympathetic encouragement and stimulus, especially to the less fortunate, and keep games and sports from running away with the school.

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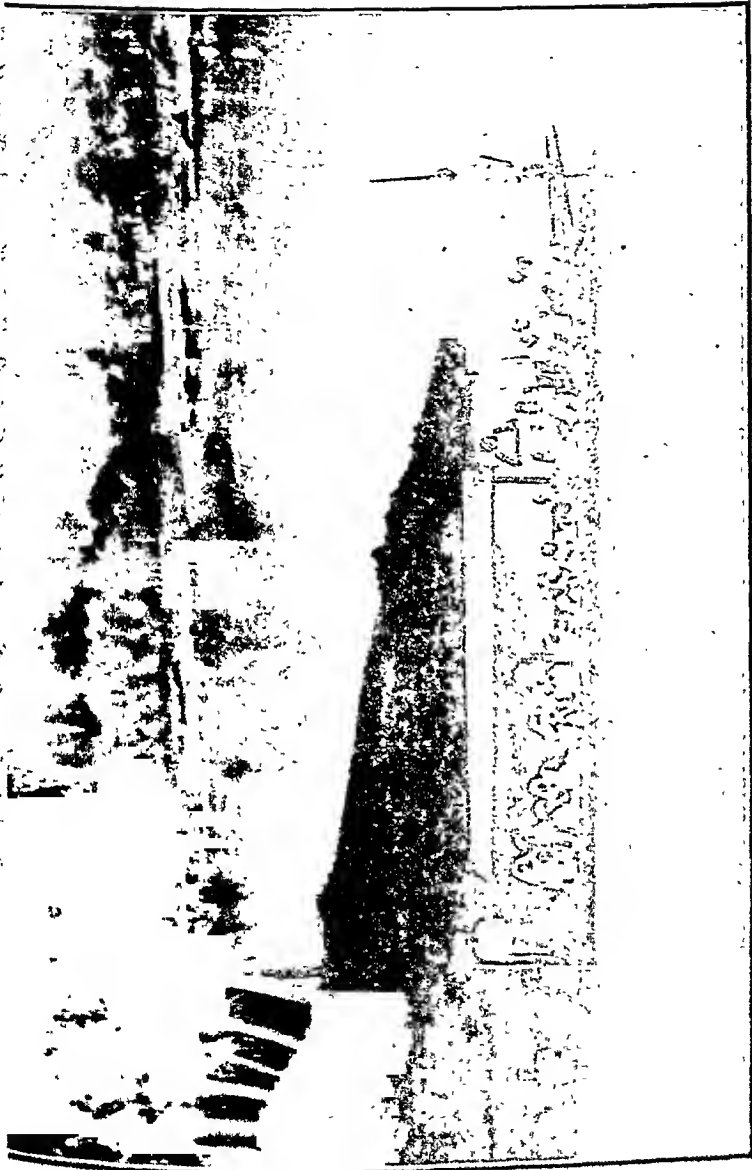
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local civic and charitable organizations, and can be conducted under the auspices of a 'Social Service League' or a 'High School Brotherhood', or some other appropriate body. Each class may carry on some form of philanthropic work. The school falls short of the highest social ideals if its activities aim only at securing the immediate profit or enjoyment of its members.

The social service department of a girls' school may very conveniently engage itself in a variety of activities. It may interest itself in work connected with hospitals, child welfare centres, etc. Writing letters for the patients, entertaining them with story and song, and sending flowers, old clothes, magazines, newspapers, and the like to the sick, are bound to mean a great deal to the unfortunate. Occasionally, even dramas and entertainments may be staged for their benefit and entertainment. Contact of this kind is bound to increase the civic interest of pupils and call to their attention the misery brought about by preventable causes. Sometimes it may be possible and desirable for students to raise funds for a worthy and appropriate cause.

Similarly, boys may investigate the social needs of the community and see in what ways they can meet them. Many of the opportunities for altruistic expression described above are available to boys as well. Boys of between twelve and fourteen usually get interested in deeds of heroism. In some schools this spirit of chivalry is utilized in the formation of chapters of the 'Knights of the Round Table'. Instead of going out to fight imaginary enemies, the boys show their valour by staying the forces of evil and allying themselves at all times with the good, the pure and the true. They are made familiar with the education of pages, squires and knights, and are encouraged to grow in



A PLEASANT SERVICE

Boys of the C.M.S. School, Sinagar, taking out patients from a women's hospital for a trip on the lake.

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SOCIAL SERVICE ORGANIZATIONS

Need of
social
emphasis

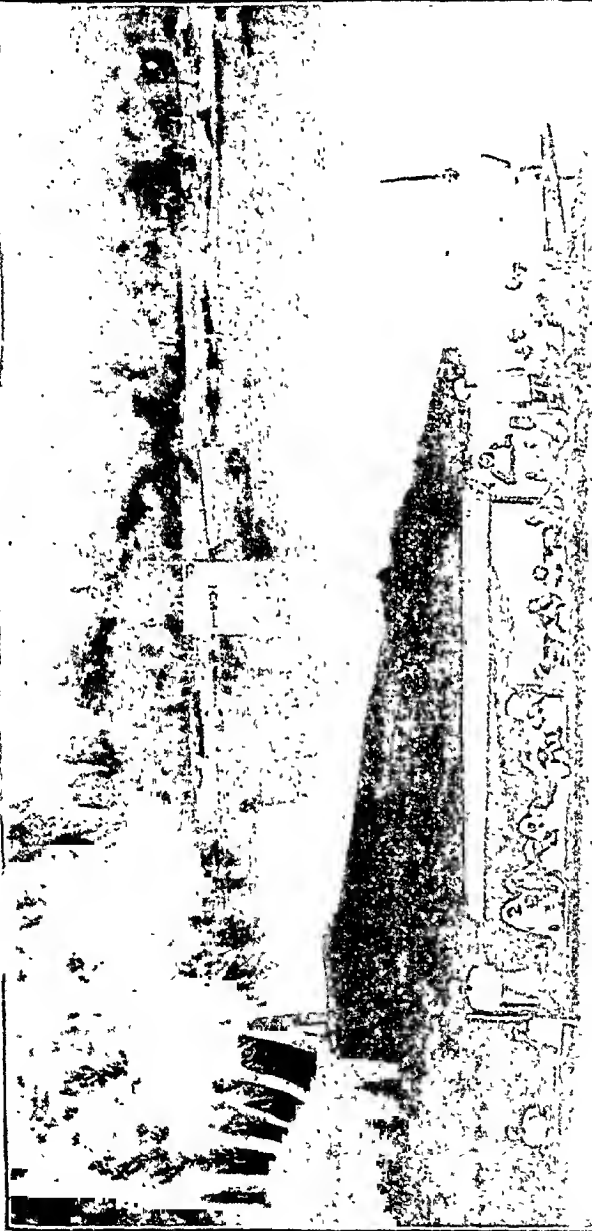
HIGH SCHOOL youths need training in co-operation and unselfishness. There should be a definite attempt to develop a broader interest in the welfare of those outside the school and to find means for the natural expression of this interest. Students naturally sacrifice narrow personal interests for the good of the group to which they feel themselves to be vitally related. The trouble with them, as with most others, is not that they are unsocial, but that they are social in only limited relations and within narrow circles. Kindliness, truthfulness, honesty and justice are fairly common traits of human nature when confined to a small circle of friends with mutual interests, but if they are ever to play any part in the larger sphere of life in the town, in the province and in the nation, it must be through careful and consistent practice while in school. The best way to teach youths to be good is to give them lessons in doing good. To talk about the beauty of unselfishness while gratifying every wish is to render the teaching useless. To teach about generosity is not to teach generosity itself. Practice and preaching should go together, or, better still, practice should precede precept. Not to be good only, but to be good for something, may well be the aim of moral instruction. Too strong an emphasis cannot be laid on this practical phase.

There are a number of social service activities, large and small, in which high school students may profitably participate. Such activities may be in co-operation with

local civic and charitable organizations, and can be conducted under the auspices of a 'Social Service League' or a 'High School Brotherhood', or some other appropriate body. Each class may carry on some form of philanthropic work. The school falls short of the highest social ideals if its activities aim only at securing the immediate profit or enjoyment of its members.

Girls' activities: The social service department of a girls' school may very conveniently engage itself in a variety of activities. It may interest itself in work connected with hospitals, child welfare centres, etc. Writing letters for the patients, entertaining them with story and song, and sending flowers, old clothes, magazines, newspapers, and the like to the sick, are bound to mean a great deal to the unfortunate. Occasionally, even dramas and entertainments may be staged for their benefit and entertainment. Contact of this kind is bound to increase the civic interest of pupils and call to their attention the misery brought about by preventable causes. Sometimes it may be possible and desirable for students to raise funds for a worthy and appropriate cause.

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A PLEASANT SERVICE

Boys of the C.M.S. School, Srinagar, taking out patients from a women's hospital for a trip on the lake.

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service and character. A wise and resourceful teacher acquainted with the legends and history of India can easily adapt the idea of this 'Round Table' order and use it for the creation and enforcement of right ideals and habits amongst his students.

BOY SCOUTS

History The Boy Scout movement is an outstanding practical approach to this problem of encouraging the service point of view. At a time when narrow nationalism and race hatred had set back the clock of the world's progress, when one nation was watching for an opportunity to jump at the throat of another, Lord (then Sir Robert) Baden-Powell started the international organization of Scouts. The Scout movement has made tremendous progress since then. In England the movement was started in 1908, but by the end of 1909 the number of recruits was 80,000. In the United States the Scouts numbered 400,000 in 1920, and the then President expressed the wish that every boy in his country should be a Scout. It was in 1916 that the movement reached India. To-day the total membership in this country is 142,000, and there is hardly a Province or State which has not its own Provincial or State association. Most associations have their own paid workers, camp sites, State rallies, magazines, etc.

Purpose The aim of the movement is to give the boy a useful and enjoyable time in the open air, outside school hours; to train him in habits of self-control, self-help, self-reliance and self-sacrifice; to help him towards character building, with a view to making him a better man and citizen, not only of his country but of the whole world. Realizing the effect of surroundings on character, it creates a healthy environment through clubs,

camp and sports, where boys learn to play the game for the team, where they are trained in social service and civic sense and are definitely encouraged to live purer, nobler and healthier lives. It develops in boys honour, loyalty, obedience, resourcefulness, and a desire to serve. It trains the lad to accept responsibility, not only for the assigned tasks, but also for the unexpected emergency. It emphasizes the spirit of the good turn. In many ways it is ideally suited for the task—it utilizes the natural interests of the boy; its ideals are not divorced from its activities; it avails itself of the social and gregarious impulses and provides adequate adult supervision. The Scout method is eminently practical—‘do’ rather than ‘read about’ is its essential characteristic.

The Scout code is significant from this point of view. Scouting has been introduced in a number of schools and is fairly well known in India and so a detailed description will not be necessary here.

The Scout motto—Be prepared.

The Scout oath—On my honour I promise to do my best

1. To do my duty to God, the King and my country.
2. To help other people at all times.
3. To obey the Scout law.

The Scout law—1. A Scout's honour is to be trusted.

2. A Scout is loyal to the King, his country, his officers, his parents, his employers and to those under him.

3. A Scout's duty is to be useful and helpful to others.

4. A Scout is a friend to all, and a brother to every other Scout, no matter to what social class the other belongs.

5. A Scout is courteous.

6. A Scout is a friend to animals.

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7. A Scout obeys the orders of his parents, patrol-leader or Scoutmaster without question.

8. A Scout smiles and whistles under all difficulties.

9. A Scout is thrifty.

10. A Scout is clean in thought, word and deed.

Organization Briefly stated, the working unit is the troop, or company, which is usually made up of about four patrols. Each patrol is composed of eight boys, including the patrol-leader. The Scoutmaster is a man chosen because of his character and his interest in boys' work. A very carefully worked out plan for the recognition of merit and achievement—each stage has its peculiar badges and certificates—provides incentives for the boys to desire to make progress in their work. The activities are sufficiently varied and numerous to appeal to boys of all ages, interests and abilities.

Scouting and the school One hour each week or more should be found for all these activities, unless the students choose to have their meetings on Saturdays when they can have more time. It is desirable to use Scouts for guiding, ushering, first aid, and other purposes whenever possible, making them feel privileged to be of service. Boys are usually glad to have a chance to show that they can be of assistance. In spite of the valuable contributions which Scouting can make to the life of any school, there are many institutions that have no troop. It is quite possible that Scouting has not received adequate encouragement because it is not a subject for a public examination! The school stands for the training of just the type of citizen described by the Scout law. Besides, the school is uniquely suited for making available the educational and recreational possibilities of Scouting. Educated leadership, and facilities for Scout meetings and activities are always obtainable in a

school. Scouting brings together all sects and communities and makes them work for a common cause. In Scout camps the boys are seen sharing the same hut or tent, cooking their food and living together, having forgotten for the time being all distinctions of class and caste. This is true not only of boys but also of the adults who come to the officers' training camps. Finally, it may be said that the emphasis on social service, characteristic of the Scout movement, makes it specially appealing and advantageous to pupils in the high school.

GIRL GUIDES

An organization, in many ways similar to the one described above, was started for girls by Lord
Aim (then Sir Robert) and Lady Baden-Powell. Strengthened by the valuable results produced by the Boy Scout movement, the 'Father of Scouting' felt that girls too would derive much benefit from similar opportunities. This movement has a purpose not less practical than that of Scouting and yet in keeping with the nature and needs of girls. 'To occupy the mind and time of the adolescent girl by teaching her, through play, the elements of home-making, of building a strong body and of becoming a good citizen.'

The Girl Guide promise, law, motto and general
Organization organization are the same as those for the Boy Scout. Authentic and exhaustive information is available in books written on this subject by Lord Baden-Powell.

The Guide movement opens up great opportunities for
Value the development of character and the encouragement of social service. While in school, girls, like boys, need to be taught to use their leisure profitably: they should be shown proper and

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satisfying channels for the expression of their social interests. Much of our charity and philanthropy in India is inclined to be misdirected, and so it is desirable and necessary to start with the children and teach them how to give wisely. There are unlimited opportunities for such instruction, and, what is more, for practical and intelligent participation in social service. So great are the possible gains of inculcating the Scout and Guide attitude that even if it were impossible to organize a company in a particular school, it would be worth while to have a few books on the subject in the library, in order to encourage students to be Scouts and Guides at heart.

BIG BROTHER AND BIG SISTER

The new student cannot but feel a sense of 'lostness' in the midst of strange faces and stranger surroundings. He has to get assimilated into the life of the school. He has to be introduced to its ideals and activities, its traditions and customs. There is real danger that some students will go through the school without getting into it, without finding themselves and their place. The new-comer often starts with an inferiority complex, and it is the function of the school to enable him to release his energies and talents and to realize all that is possible through the many channels of activity provided there. It is to meet this need that the student handbook has been recommended.

To supplement this impersonal means, there is in some colleges and schools abroad and in India a movement to provide sympathetic guidance and friendly assistance to the new student. In a boys' school this 'big brother' attends to the needs of the little boy, and gives him help, information and advice, and sees that he keeps his things clean and tidy. The 'big

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sister' keeps a watchful eye over the little girl for a year or more. She gives of her time and thought to see that the latter does her class work well, even attends to the mending of her clothes, and in fact acts in every way as a real elder sister. So keen can this interest in the younger ones become that a healthy rivalry based on the achievements of the little girls is sometimes noticed amongst the big sisters. Such an organization as this would do much to stimulate a sense of responsibility on the part of the elder ones, make the school a more interesting and inviting place for the new students, expedite greatly the process of adjustment, and raise the level of thought and conduct in the school.

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CHAPTER IX

THE CULTIVATION OF THE SCHOOL SPIRIT

THE school spirit is hard to define. It includes more than either 'corporate feeling', 'school loyalty' or *esprit de corps*. It includes all these and something more. While it escapes definition, it is something so real and active in the life of the school that even the occasional visitor will notice its presence or absence among the students. It may perhaps best be described as an attitude of 'our-schoolness', plus a sense of belonging to the school, plus a 'we-feeling' so far as the constituent members are concerned. Apart from the fact that it is a significant feature of some of the outstanding institutions of the west, there is much to be gained by its careful cultivation in our schools and colleges. In dealing with the different 'activities' reference has often been made to the contribution they are likely to make to the promotion of the school spirit, but because of the importance of the subject to-day, and with a view to making the chapter more or less self-sufficient, it has been felt worth while to review them briefly here—even at the risk of being wearisome. The aim of this chapter is, then, to indicate the need for encouraging a desirable school spirit, to describe ways and means for cultivating it, and to suggest precautions that should be taken against possible undesirable manifestations.

AIM AND VALUE

It should not be necessary to say much to prove the desirability of securing student loyalty to the school or

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sister' keeps a watchful eye over the little girl for a year or more. She gives of her time and thought to see that the latter does her class work well, even attends to the mending of her clothes, and in fact acts in every way as a real elder sister. So keen can this interest in the younger ones become that a healthy rivalry based on the achievements of the little girls is sometimes noticed amongst the big sisters. Such an organization as this would do much to stimulate a sense of responsibility on the part of the elder ones, make the school a more interesting and inviting place for the new students, expedite greatly the process of adjustment, and raise the level of thought and conduct in the school.

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CHAPTER IX

THE CULTIVATION OF THE SCHOOL SPIRIT

THE school spirit is hard to define. It includes more than either 'corporate feeling', 'school loyalty' or *esprit de corps*. It includes all these and something more. While it escapes definition, it is something so real and active in the life of the school that even the occasional visitor will notice its presence or absence among the students. It may perhaps best be described as an attitude of 'our-schoolness', plus a sense of belonging to the school, plus a 'we-feeling' so far as the constituent members are concerned. Apart from the fact that it is a significant feature of some of the outstanding institutions of the west, there is much to be gained by its careful cultivation in our schools and colleges. In dealing with the different 'activities' reference has often been made to the contribution they are likely to make to the promotion of the school spirit, but because of the importance of the subject to-day, and with a view to making the chapter more or less self-sufficient, it has been felt worth while to review them briefly here—even at the risk of being wearisome. The aim of this chapter is, then, to indicate the need for encouraging a desirable school spirit, to describe ways and means for cultivating it, and to suggest precautions that should be taken against possible undesirable manifestations.

AIM AND VALUE

It should not be necessary to say much to prove the desirability of securing student loyalty to the school or

college. Unfortunately, however, its importance is seldom appreciated until something goes wrong.

So far as the school is concerned, such an attitude is an invaluable asset. School sentiment is the junior edition of public sentiment and public sentiment is the strongest force in human society. It makes possible and available an influence which can enforce conformity to certain accepted and acceptable standards. It obliges even the weaker members to regulate their conduct according to the behaviour habits or folk-ways of the school. It therefore makes co-operative effort easy and natural, and self-control and discipline readily become matters of common concern. In fact so powerful is the influence of these established school customs, forms and standards, that there comes to be an expectancy and a mental adjustment on the part of the children even before they actually become members of the school; and after they have joined the school, its ways, its customs and its standards grip them and begin to fashion them. The individual is made to feel the compelling power of the group standard towards right kinds of conduct.

There is no surer guarantee of a personal responsibility for the well-being of the school. Nothing is more likely to give the students a sense of pride and privilege and a feeling of obligation to hold sacred the fair name of their institution and to pass it down fairer and nobler to the next generation. The stirring up of group loyalty and the arousing of collective pride is bound to have a 'tonic' effect upon the future conduct of the pupils. Concern for all the affairs of the school, its property as well as its reputation, is the result of a feeling that it is their institution, that it exists for them and not for the teacher alone. A good school spirit involves encouraging one's own

weak team in an athletic contest, supporting the school or college magazine, regularly attending debates, lectures, etc. It makes itself felt in school activities whether popular or not.

This 'we-feeling' towards the members of the school—headmaster, teachers and fellow-pupils—has far-reaching effects. It means respect for authority in the classroom, in the assembly hall and on the playing-fields. Group consciousness involves wholehearted participation in every school activity. It insures the minimizing of class, communal and sectarian distinctions. Social coherence helps to isolate an institution from the contagion of undesirable influences and movements outside. It is certain to prompt pupils to defend their school or college against unjust attacks and frivolous criticisms and, of course, never to indulge in such themselves. It will teach pupils to put the welfare of the school as a whole above the interests of the class, society, team or party. Finally, it is the unmistakable forerunner of lasting alumnus interest.

The pupils gain invaluable training through the subordination of petty and selfish considerations to the common good. They acquire the habit of co-operation, team work and 'pulling together'. There is also the growing preference for the satisfactions of an orderly corporate life. The essential feature is that each one feels his personal responsibility for the whole and meets it by doing his part.

Society is ultimately the better for this discipline which the pupils undergo. The cultivation and exercise of school loyalty and *esprit de corps* lead to a keener civic sense and public-mindedness. They make for active and ever-widening interest in public affairs, public property and matters which do not belong to the individual personally. No better preparation for

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citizenship is conceivable. If all the members of a community felt a personal responsibility for the well-being of the town or community we should at once have an ideal condition.

MEANS OF CULTIVATION

From a psychological point of view it may be said that the school spirit is an expression of the different forms of the social instinct. This instinct is manifested in various kinds of native reactions. There is the herd or gregarious tendency. There is sympathy or the impulse to feel as others do. There is love of approbation or the effort to please others, to stand well in a group. There is competitive and co-operative activity. There is the attachment or loyalty to an ideal, a person or an institution. Further, there is altruism which shows itself in regard for the welfare of others and in the subordination of selfish interests. In addition to these tendencies there is the tremendous influence of folk-ways and *mores*, the effect of corporate suggestion upon individual thought and action. Thus the cultivation of the school spirit has ample support in the forces, impulses and tendencies already in existence and involves only deliberate direction and intelligent manipulation.

Many means can be used to bring about this attachment to the school. Even such a prosaic thing as the location of the school can play an important part. It is a distinct advantage, for example, to have the building all by itself, preferably an architectural unit, either on an elevation or away from crowded neighbourhoods. This isolation, helped by a compound wall, is in some ways symbolic of the attitude we seek to develop, safe from the disruptive

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influences of the outside world. This does not mean, however, that but for this physical and topographical condition the school spirit is impossible of development. It is to be regarded as valuable, but not as indispensable.

Boys are not likely to cherish the memory of events or incidents that were not pleasant at the time of occurrence, neither can a strong attachment grow towards an institution with which pleasure and satisfaction have not been associated. So school officers have to see to it that life at school is made happy, that opportunities for all-absorbing activity are amply provided. It is the privilege of the school authorities to direct the school's activities in such a way that all those with leadership abilities find places where their particular kind of strength is called into play—the active, practical-minded in leading games, etc., the artistic in art displays and dramatic performances, the scholarly where scholarship is needed, and so on. Excursions and holiday trips not only provide some enjoyable diversion and relief from the monotony of school life, but greatly help to weld the pupils into a body of intimate friends. Beautiful and attractive spots and lawns often invite loving attachment and warmth of feeling. The fact is that the school must seek to befriend the pupils, and in this go more than half way. Not until then will genuine devotion start growing. The chains which bind the Alma Mater to her alumni can be no other than the chains of love and in the forging of these pleasurable experiences play no small part.

Pride in the school must be stimulated and encouraged. This is the prerequisite of devotion and the guarantee against indulgence in talk or action likely to bring the institution into disgrace. It is useless to expect scholars to be proud of their school unless there are some things of which they may rightly be

proud, and of which they are made aware. The more successful the school activities, the more pride will the students have in them. So the achievements and distinctions of the school and of its students, past and present, should be given due prominence. The traditions of the school need to be kept alive and stressed. Admiration should be intelligent and informed if it is to last. First, develop a school of which its pupils may be proud, and then give them opportunities to express their pride.

The students' interest in the school can be increased in various ways. The best way is to give them some part in the management of its affairs.

Pupil participation in school affairs The student who gives of his time, thought and energy to his school cares for it the more because of his contribution. The greater the opportunities for student participation, the larger the number of faithful friends the school will have made. Rowdiness, strikes and rebellion will be almost inconceivable. Many of the problems and responsibilities of the school, therefore, may well be shared with the pupils. The school must not only offer opportunities for the students to share in its work, but should also give them public recognition when they do a good piece of work. The pupils' attention may occasionally be drawn to those elements in the school which can be, and ought to be, improved. It is foolish for an institution, as for an individual, to pretend that it has no room for improvement. Thus practice in, and thinking about, what constitutes living together happily will be combined. It is for us to see to it that our pupils find the fruits of right action sweeter than those of wrong action, that they get the taste early and that, by much tasting, they come to have the desired preference.

A sense of responsibility is greatly assisted by a student

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representative council. While it is desirable to multiply chances for pupil co-operation in the many activities and affairs of the school, some type of organization is necessary for providing participation in control. Any plan which enables the student body to co-operate with the headmaster, or principal, and the staff in meeting the problems of the school falls within the term 'student council'. The pupils not only begin to share in some little way in the running of the institution, but also have a legitimate channel of expression for their grievances and difficulties. Further, it readily enables the students to realize that the building up of good traditions and the maintaining of the reputation of the school or college is a joint responsibility. Much can safely be done in our institutions by way of taking the pupils into administrative partnership and the results will be astonishing. As matters stand, the traditional school is either an autocracy 'run' by the headmaster, or a bureaucracy governed by the teachers. It is certainly not providing the necessary training for self-direction and life in a democracy.

Another factor which is likely to help the growth and maintenance of a deep devotion is a certain degree of permanence in the staff. It must be obvious that if the teachers and headmaster keep changing frequently, no abiding loyalty is possible in the pupils and the alumni. In the same way student migrations run counter to the establishment of school traditions.

Above all, if the students of an institution are to feel that they are one body and that they and the staff together constitute that school or college, it is very necessary that unifying agencies, activities and experiences should be multiplied.

In the first place, the possession of a common stock of knowledge should be made possible. A school or college handbook dealing with the history of the institution, its aims, ideals and traditions, its aspirations and achievements, its rules and requirements, with a brief description of the different activities and associations in the school and something about the members of the staff, will make for easy initiation and rapid assimilation. The addition of some extra pages, with the outstanding school events and holidays printed therein, will make it a very useful diary as well. School newspapers and magazines also help to create a sense of unity.

A school assembly or convocation is of great advantage in improving morale. Through weekly or less frequent meetings, interesting talks and programmes, it should be possible to ensure a common body of information regarding the history, traditions and activities of the school. At the beginning of the year a formal assembly could easily be held, in which the head of the institution might welcome the newcomers, introduce the members of the staff, and sound the note for the work of the year. This would make the pupils, new as well as old, realize that they all belong to one academic community. Another formal convocation might appropriately and profitably be convened at the end of the year. Feeling oneself part of a large group in concerted activity helps one to become imbued with the school spirit.

This sense of unity can also be strengthened by various visible signs. Badges, ribbons, and styles and colours of dress are often used for this purpose. School songs, school notebooks, etc. contribute towards producing a similar effect. They mark out the boys who belong to that school from all the rest and make

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them feel a sense of kinship to each other. It must be added that while these can become obtrusive and annoying, within reasonable limits they deserve to be commended for more general adoption in India.

Unifying activities are not difficult to plan. Dramatic performances, debates, picnics, excursions, Scouting, school magazines, exhibitions and assemblies all tend to bring home the idea and the feeling that the students are members of one body, and further, they increase the number and strength of the ties of kinship binding them together. Besides, they develop not merely group consciousness but group responsibility. Inter-school sports, tournaments and debates have the effect of making the students of one school stand over against those of another, thus in a way stressing their different loyalties. These activities, needless to say, have intrinsic value as well, but with that we are not concerned here. Activities such as these, centring in and around the school and affording immense pleasure, make it possible for the school to be associated with some of the happiest moments of the pupils' lives. In these circumstances, the love and devotion of the students for their school may safely be taken for granted.

It is not imagined here that classroom activities never exert such an influence. At the same time it is useless to deny that residential schools and those which encourage extra-curricular activities have a decided advantage over others. Working together day after day cannot but make the students of a class realize that they belong to one institution, but all too often class work is anything but pleasurable and the association with each other is unavoidable and usually taken as a matter of course, whereas living together day in and day out binds the

group together as nothing else can, and extra-curricular activities arouse spontaneous, all-absorbing interest and occasion intense pleasure. Happy is the school where work within the classroom partakes of the quality usually associated with work without.

UNDESIRABLE POSSIBILITIES

The encouragement of exclusive attachment to an institution is liable to lead also to unwholesome consequences. A narrow loyalty can result in the familiar attitude, 'My country, right or wrong', and the suppression of the critical habit and the discriminating faculty. It may limit the pupils' vision and interest and have a very cramping effect. The tyranny of the majority which is likely to be set up may strangle individuality for the sake of uniformity and give no chance to the minority, who may be in the right and ahead of the mob. Care should be taken to counteract these possible undesirable manifestations of the school spirit and to see that the effect of the collective suggestion upon individual thought and action is entirely salutary.

Precautions need to be taken to see that the means and agencies proposed for creating the school spirit do not give rise to new evils. A cramping loyalty, a parochial outlook and an intolerance of a different view are serious maladies and ought to be prevented as far as possible. This can be done largely by making the devotion more intelligent and by occasionally breaking down the walls of isolation. The schools of one town may combine to play against those of another. The same thing is possible with debates. By being aligned on one side, the schools have chances of seeing something of each other and of correcting queer

notions. This widening of loyalty may be indicated by the use of district or town colours as well as school colours, or the emblem of the school against the background of the town or district. Just as attempts are made to save 'house' loyalty, where the house system exists, from becoming too prominent, so, in the case of the schools of a town, district or State, this extending of interests and devotion cannot be neglected with impunity. Opportunities should be provided for the meeting of the pupils of the different schools. Picnics, excursions, Scout camps, etc. may be utilized for cultivating and expressing a spirit of friendliness between institutions. Those whom we do not know, we tend to fear or dislike.

To counteract the tendency to subordinate higher ideals to school triumphs, it is necessary to stress the fact that games must be played in a sportsmanlike manner and for their own sake. Rules and regulations are meant to be followed. More supervision should be introduced on the playgrounds. Right ideals must be kept before the pupils and they should be made to understand that the school spirit is only a means to an end. The habit of critical evaluation and unbiased judgment should be emphasized at all times.

It must be mentioned that the corporate nature of school life needs to be kept in mind when influence on the pupils' wills is being considered. That life is the great moulding agent, for during school years a child is most influenced by his companions. From them he borrows ways of looking at school matters. He imitates their attitude towards the teachers, towards lessons, and towards games; he accepts their standards of schoolboy honour and, as a rule, he acts upon these rather than upon the teacher's exhortations

when the two are not in accord. The teacher can exercise but little influence in direct opposition to the general opinion of the school. If it is wrong all efforts should be directed towards changing it, for without its general concurrence there may be government but there can be little real discipline. The school spirit and school tone are valuable servants but dangerous masters. The great task before the secondary school with respect to its 'life' is to infuse all the activities—study, recreation, athletics, social affairs—with a wholesome morale, so that in them all the will of the boy is acting as it is desired to act in his mature life.

In all these matters a very great deal depends upon the teacher. If he is petty and narrow-minded, **The teacher's responsibility** the pupils will tend to outdo him in that. If he is able to rise above parochialism and see things in their true light and perspective, he will teach his pupils how to be loyal to their school and kind to their fellows without being rude and mean to the pupils of other schools. The teachers of different schools ought to arrange opportunities for meeting socially and, at times, professionally. If they are obviously friendly, it will be impossible for the teams which they represent to resort, on the football field and elsewhere, to discourtesy and foul play. Teachers need to keep their fingers, as it were, on the pulse of the student body and check in good time undesirable attitudes and tendencies. One of the first requisites here is the cordial and intimate participation of teachers in the life of the school. Boys and girls need their help quite as much in recreation and diversions as in algebra and grammar. The modern high school teacher is tempted, sometimes compelled, to content himself with being a philosopher to his pupils and with never attaining his more influential relation of guide and

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friend. It is lack of constant contact that leads suddenly to shocking revelations. Teachers who show no personal interest in their pupils can have no claim on their love and loyalty. Old boys cannot be expected to feel a sense of indebtedness to their Alma Mater unless their masters have placed them under obligation by genuine sympathy and friendliness. It is futile and foolish to try to reap where no one has sown. If a wholesome school spirit is to be found amongst the pupils, first of all the teachers must show themselves to be inspired by it.

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CHAPTER X

FINANCE AND SUPERVISION

PREPARING pupils through outside activities for the desirable activities, which as adults they will have to undertake, is likely to lead to unfortunate results if time and thought are not given to the problems of supervision and financing. No programme of extra-curricular activities, however worthy, can succeed of itself. Nothing is more definitely calculated to do damage than a *laissez faire* attitude on the part of teachers and headmasters.

FINANCING EXTRA-CURRICULAR ACTIVITIES

Funds are necessary for carrying on the various extra-curricular activities described in this book, but the handling of this money and the spending of it involve financial difficulties and problems. Parents who, at some sacrifice, keep their children at school can ill afford extra expenses and therefore the strictest economy needs to be observed.

At the same time, it must be recognized that young people must be taught how to spend money wisely, how to keep accurate accounts, etc. Later on they will not only have to handle funds of their own, but some of them may have to occupy positions of trust and confidence and have to handle other people's money as well. Training along this line cannot be left to chance. Letting youngsters handle money of which no strict account is demanded is really throwing temptation in their way.

Mention has already been made of the functions of the

finance committee, and in connexion with the organization of clubs and societies it will be recalled that the question of collecting funds was discussed. A brief treatment of the subject, therefore, will suffice here.

Some activities are easily self-supporting. There are schools in which all activities are thus supported. However, in many cases it may be neither necessary nor desirable to depend upon the programme to provide its own cost. The following may be mentioned as possible sources of income:—student association dues; appropriation from students' fees; fees and assessments in the various classes, clubs, etc.; admission fees for dramas, concerts, athletic events, etc.; sale of publications; sale of advertising space in magazines and newspapers.

There is much to be said in favour of a general levy of a small sum on every student, with the definite object of paying for extra-curricular items. The burden is then evenly distributed and all are stimulated to take an interest in all the activities of the school. Further, this does away with the necessity for continual begging, which consumes a great deal of time and energy in most schools. Centralization makes for more efficient and more convenient administration of the funds.

In most schools, at the present time, each organization raises and handles its own funds through its own treasurer who is usually elected on the basis of popularity. Often he is left to his own method of spending and of keeping accounts; no financial report is made to any central authority. With adequate supervision and direction it may be possible to secure uniformity of procedure and business efficiency,

but it may not be safe to recommend this plan for general adoption in the high school.

The centralized plan is that in which there is a central treasurer, who handles all the moneys coming in from all activities and who administers this central fund. The treasurer is usually a member of the staff when immature students, who have had no experience in handling money, are involved.

The most successful system of supervision includes the customary student treasurers for the various organizations and a general treasurer or financial manager, usually a teacher. The central treasurer keeps an account of receipts and expenses for each organization. If fees and dues are collected by the different bodies, then the student treasurers deposit the funds with the central treasurer and receive a receipt, of which a carbon copy is kept by the central treasurer. Similarly, when receiving money they give a receipt to the general treasurer. The student treasurers have standard receipt books with numbered pages and carbon duplication. This not only enables the treasurer to keep his accounts in order, but serves as evidence that a particular student has paid his dues. By the employment of this plan each fund has two records, one kept by the student treasurer and the other by the general treasurer. Such a check is very desirable. If tickets have been distributed for sale, at the close of the function a complete account of the money and of the unsold tickets should be secured. When tickets are numbered this is quite easily done. All financial reports, when audited, should be submitted for final approval to the headmaster and then be made accessible to the students.

It is conceivable, however, that this degree of complexity may be undesirable in a number of cases. Each school will do well, therefore, to formulate its own method

of handling these funds in the light of the principles suggested here. The aim should be to secure not only efficiency but also the valuable training associated with the management of public money.

SUPERVISION

The advantages of participation in extra-classroom activities are so great that it would be inadvisable to permit an uneven distribution of those opportunities. Some pupils are naturally more aggressive and ambitious than others and are therefore in danger of robbing the timid and diffident of all chances of growth and self-expression. They overload themselves and let their regular school work suffer, or else their health suffers. It is therefore necessary to see that all pupils have a fair chance. The cautious and over-sensitive pupil needs to be encouraged, to be drawn out, and the over-ambitious one has to be prevented from taking too much upon himself. The usual tendency, however, is to give additional responsibilities to the one who has shown himself interested and capable of shouldering responsibility, while the one who has never done anything is the one to whom his fellows hesitate to entrust responsibility. To him who has, more is given. Time and thought should be devoted to this matter and no effort should be spared to see that the more experienced and the more vociferous do not monopolize extra-curricular offices, to the utter neglect of those who, perhaps, are in greater need of such training. It should be the function of the Director of Activities (or when such an officer does not exist, of the different advisers) and of the student council to guard against this danger.

Many of the evils connected with extra-curricular

activities are due to a lack of co-ordination and uniformity of procedure. Without some centralization of authority and a continuity of policy, such dangers as those mentioned above, and others, are bound to be serious, if not disastrous. It is therefore necessary to have a single authority, one whose function is the organization and supervision of the school programmes, consistently and steadily raising standards as one ideal after another becomes a reality in individual practice and in the life of the school. Someone must understand what the objectives are and what their relation is to the general ends of education. Someone must be able to see the whole programme in its proper perspective and proportion. Someone must so organize, correlate and supervise these activities as to include a far larger number of students than ordinarily profit by them. Someone must prevent duplication of activities and conflict and confusion in programmes. There should be someone to see that curricular work is not neglected on account of participation in outside activities. Without a unifying and supervising agent, it will be difficult to ensure that these varied and numerous activities will develop the proper school spirit and a largely inclusive group consciousness.

The student association includes all the students of the institution. The student council is the centre of all activities, the president of the student association being president also of the council, but there is still need for a supervisor or counsellor who will be a leader of leaders. Because of his age, ability and experience, he should be in a position to discharge the functions of a centralizing and unifying authority. The director must be a man of tact, sympathy, broad

social vision and attractive personality. He must be able to command the confidence of the boys.

In addition, the teacher entrusted with the supervision of extra-curricular activities should realize that the headmaster, as head of the school, is responsible ultimately for everything that goes on in the school, and that, naturally, he should be consulted about all important plans and programmes. In his turn, the headmaster must recognize that the task of the director is to initiate and develop extra-curricular activities and not just to satisfy his whims or do part of his work. Great care must be taken to avoid the dangers of partisan feeling and divided loyalty. There must also be perfect understanding regarding the functions and powers of the sponsors and the supervisor. What the director or supervisor is to the programme as a whole, the sponsor or adviser is to the individual club or activity.

The organization described here may not suit some high schools in India. In some, the headmaster may be the best person to supervise extra-curricular activities as well. In others, an assistant master may well be entrusted with this task. It is wise to keep the machinery as simple as possible and as complex as necessary.

A teacher cannot be expected to teach formal subjects for five or six hours a day and still have enough energy and enthusiasm left to direct properly the social activities of the school. A teacher needs to have enough vitality to provide the right kind of leadership. If we recognize these activities to be desirable, some account may well be taken of the time that the supervisor has to spend on them, and some reduction be made in his load of class work. Paying the teacher for extra work cannot be said to be the solution of the problem. Many teachers recognize that their greatest

reward comes in ways other than monetary. Still, staff members must be protected from sacrificing themselves on the altar of social service. A more extensive participation on the part of the staff in the extra-curricular programme will relieve the strain on the few. There is much to recommend the provision of a special 'activities period' in the time-table as an offset to the heavy schedule of academic work which the high schools are trying to manage. These activities, like every thing else of value, require time for organization and direction. In providing a special period for such work, there is developed a finer co-operation between the regular school work and the extra-curricular work. Further, such an arrangement not only makes it easier for the teachers to participate in these activities, but also makes it reasonable to expect that they will attend to such work wholeheartedly.

As was mentioned in an earlier chapter, it is desirable to have one staff member as sponsor or **Sponsors** adviser in charge of each activity. Such a definite allotting of responsibility will make for greater staff interest in the activities of the students and also prevent the shifting of the burden of responsibility from teacher to teacher. Too often these sponsors assume the entire responsibility for all the details of all the affairs of the club because that is easier than educating students to self-government. The opposite danger of leaving students to manage their own affairs without any guidance or advice is not less serious. Sponsors must learn to consider the point of view of students and to realize that nothing is so fatal to student organizations as to have them over-managed by staff advisers. There should be continual encouragement of initiative, originality and resourcefulness. This is inconceivable unless the staff have been educated to be democratic. An extra-curricular

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programme will inevitably fail unless the teachers are in sympathy with its aims and ideals, are sufficiently convinced of its great value and have studied the ways and means of securing those invaluable educational advantages.

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APPENDIXES

APPENDIX A

MAHARAJA'S COLLEGE STUDENTS' REPRESENTATIVE COUNCIL, MYSORE

RULES 1930-31.

1. This council of student representatives will discuss matters affecting the welfare of the students of the college, for instance, residence, library, games, facilities for study and for recreation. Its attention will be confined to college affairs.

2. The Students' Representative Council will elect, at the first meeting for the academic year, its President, Vice-President and Secretary.

3. The President will preside at meetings, and in his absence the Vice-President.

4. The Secretary will call meetings, by authority of the President, and will record the proceedings and communicate them to the Principal, who will circulate them to the College Council.

5. The Students' Representative Council will meet, if there is business for discussion, in the first week of each month. Extraordinary meetings may, however, be held at the discretion of the President.

6. Ordinarily, seven days' notice of meetings, and five days' notice of motions or subjects for discussion will be given but if the President considers it necessary there may, in either case, be shorter notice. Subjects and motions for discussion may be proposed by any member of the Students' Representative Council, and the Principal may refer subjects to the Students' Representative Council for its opinion. No subject or motion shall be discussed of which notice has not previously been given to the members.

7. The Students' Representative Council will correspond with the Principal only and no information as to its proceedings, etc. will be sent to the press. The members will see to it, so far as lies in their power, that no reference is made in the press to its activities, which are a purely internal matter.

APPENDIX B

CONSTITUTION OF THE MAHILA VIDYA- VARAM (SHERMAN MEMORIAL GIRLS' HIGH SCHOOL) CO-OPERATIVE GOVERNMENT ASSOCIATION, CHITTOOR

CONSTITUTION

Article I: Name :—

The name of this organization shall be the *ಐಕದಿವ ಅಸಕ್ರರೂರಿ* (United or Co-operative Government).

Article II: Membership :—

The members of this organization shall be the resident members of the staff and members of Forms I to VI of the Sherman Memorial Girls' High School, Chittoor.

Article III: Divisions :—

This organization includes the members of the five houses, called Suseela, Damayanthi, Savitri, Sarojini and Sarasvathi.

The new girls each year shall be assigned to the houses by the *Sabha* (Assembly).

Article IV: Officers and their duties :—

The general officers of the whole organization shall be the Maharanee, the Advisers, the secretary of the *Pothu Jana Sabha* (General Assembly) and the Sports Captain.

The officers of the separate houses shall be, for each, the Ranee, the *Silhees* (resident teachers), the Princess and the House Sports Captain.

Each Form shall elect a Captain every month.

Maharanee—The Maharanee shall be the presiding officer of this organization. She shall be a member of the Sixth Form and during the first week of school in June, she shall be elected by ballot by the whole organization (excluding the new girls). The Maharanee

will not be connected with any one house during her period of office, but will live in each of the houses by turn. Her duties shall be to call all meetings of the *Sabhas* and to receive all complaints, petitions, reports and suggestions which are to come for the consideration of those *Sabhas*. She shall preside at the meetings of the *Gnaya Sabha* (Court of Justice) and the *Pothu Jana Sabha*, and act as the secretary of the Court of Appeal. In the latter two capacities she shall keep a careful record of all decisions and report them at each meeting of the *Pothu Jana Sabha*. She shall see that all the lesser officers carry out the duties entrusted to them.

Secretary—One of the Ranees shall be elected secretary. Her duties shall be to keep minutes of the meetings of the *Pothu Jana Sabha*. These shall be read at each meeting. She shall attend to any necessary correspondence and put notices of meetings on the notice-board.

Advisers—The Principal and the Hostel Superintendent shall act as general Advisers. They shall be members of every *Sabha* and have the right to veto laws or actions passed by the *Sabhas*.

Ranees—Ranees shall be chosen from the Fifth or Sixth Form and be elected by ballot by the members of their respective houses (new members excluded) immediately after the election of the Maharanee. Their duties shall be to call all meetings of their houses and preside over them, to supervise the domestic work along with the matron and *Sithees* as their Advisers, to assist their *Sithees* in the management of their houses, to sit as members of the *Gnaya Sabha* and Grades Court, and be responsible for enforcing the penalties imposed by the *Sabhas* upon the members of their houses.

Sithees—One *Sithee* from each house shall sit as a member of the *Gnaya Sabha* at each session. She shall, with the help of the Ranee, enforce the rules regarding rest hours, study hours and meal times. All *Sithees* shall be members of the Grades Court.

Princess or Ilay Varisee—The princess shall be chosen from the Third or Fourth Form and be elected by the members of her house by ballot. She shall assist the Ranee to arrange the domestic work sets in her house and to carry on the Saturday house-cleaning. She shall care for the house property including benches, lanterns, kitchen utensils, brooms, buckets, pots, etc., giving an account of them at the end of each term and being ready to have them inspected at any time.

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Form Captain—Each of the forms shall elect a Captain once a month. Her duties shall be to be responsible for securing the necessary chalk, papers, maps, etc., to take charge of the class in the absence of the teacher, and to enforce the rules regarding honest work, care of school property and opening of others' desks. She should consider it her duty to report to the *Gnaya Sabha* any infringement of these rules.

Sports Captain—The whole school shall elect a general Sports Captain, and each house shall elect a Sports Captain who shall be responsible for organizing a team in each sport, for practice games, and for the matches at the end of each term. The five heads are responsible for keeping a careful record of scores to determine the winner of the shield each year, and the chief Captain shall help the Physical Training teacher to coach and inspire practice games.

Article V: *Sabhas* :—

The judicial rights of this organization shall be vested in the *Gnaya Sabha*, the Grades Court, the *Pothu Jana Sabha* and the Court of Appeal.

Pothu Jana Sabha—This *Sabha* shall consist of all the members of the පාఠක ශ්‍රේණි and it shall meet monthly, or at the call of the Maharanee. At this *Sabha*, the Maharanee shall read the minutes of the Grades Court and Court of Appeal, and report suggestions made by the *Gnaya Sabha*.

Grades Court—This shall consist of all *Sithees*, the Matron, Hostel Superintendent, Maharanee and two girls elected monthly from each house.

Gnaya Sabha—This *Sabha* shall meet regularly every week and be presided over by the Maharanee. One of the members shall be elected by the *Sabha* as its secretary to keep the detailed minutes of every session. The duties of this *Sabha* shall be to decide all minor matters of discipline referred to it by the officers. Its members shall be the five Ranees and one *Sitheer* from each house and one from the bungalow. Only these eleven shall have the right to vote. In case of a tie the Adviser who is present shall cast the deciding vote. When there is a serious case, the Maharanee may ask the Principal to take the chair.

Enforcement of Laws—Every officer of the organization shall consider it her duty to enforce the laws. She shall do this, firstly by keeping them herself, and secondly, by reporting cases of infringement to her Ranee, or to the Maharanee, who will bring

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the case before the Court. The Maharanee shall collect all the reports and present them to the *Gnaya Sabha* according to the seriousness of the case.

Procedure in the Sabhas—In the *Sabhas* all reports shall be presented by the chairman regardless of her private opinion. Where there is an accusation, the accused and the accuser shall appear before the Court to speak and be questioned. The accused shall then be sent out and the case be discussed and voted on. Each misdemeanour shall be classified under given headings. The penalty shall be fixed by the Court, and announced to the offender, and enforced by the offender's Ranee.

If one of the Ranees is accused of a fault, she shall ask another senior girl in her house to take her place on the *Sabha* while her case is discussed. If one of the *Sithces* reports a case, she shall withdraw and put someone from her house in her place while her case is discussed.

Where there is a difference of opinion in the *Sabha* regarding the number of black marks, each voting member shall state the number she considers right and the average be taken.

Court of Appeal (by an amendment passed in 1924)—If any girl or teacher feels that her case has not been justly decided in the *Gnaya Sabha*, she may present an appeal to the Maharanee who, after consultation with the Advisers, may present it to a Special Court of Appeal. This Court shall consist of the five Ranees and five girls especially elected for the occasion by their houses (not Ranees). An Adviser shall preside and the Maharanee shall act as secretary.

Article VI: Legislation :—

The legislative powers of this organization shall be vested in the same two *Sabhas* as the judicial powers.

Any member of this organization shall have the right to suggest new laws. The Maharanee shall bring the suggestions before the *Gnaya Sabha* at its next meeting. After it has approved of them, they shall come before the *Pothu Jana Sabha*, where a majority vote shall pass them. The Advisers shall have the right of veto.

Article VII: Amendments :—

Any article or law of this constitution may be amended by a two-thirds vote of the whole organization. Amendments shall be presented in the same way as new laws (see Article VI).

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By-Laws

1. Meetings shall be conducted in accordance with the conventions of parliamentary procedure.
2. Business to be brought up shall be given to the Maharanee in writing.
3. All officers shall be elected by ballot.
4. Members shall consider it their duty to be present at all meetings.

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a note in a minute-book of the cases of complaint and of the decisions made at the meetings. The decisions at these meetings are then sent to the Headmaster for endorsement and for necessary action. In this case the class teachers are only executive officers. The Headmaster can send back any decision of the Council for reconsideration if he does not agree with it.

Pupils who are found guilty by the Council are punished, according to the nature of the offence, in one of the following ways :—

1. The offender is made to stand, in the class, outside the class or in the Assembly Hall.

2. He is not allowed to attend the periods of music, or games or story-telling, subjects much liked by the pupils.

3. He is made to admit his guilt in the class or Assembly Hall.

4. The name and the offence of the pupil are put up on the notice-board. This is a very serious punishment and is seldom brought into practice.

The initiation of the Students' Council in the school has undoubtedly resulted in the improvement of the tone and discipline of the school. The pupils feel that they are of some standing in the school and they try to live up to the confidence placed in them.

APPENDIX C

To show that participation in school management is not beyond the reach of even middle school pupils, the Principal's report on the working of a students' council in the middle school attached to the Pious Training College for Men is given below

The Students' Council was started in this school in 1925. The object was to train pupils in self-government and in maintaining discipline in the school and to inculcate in them a sense of responsibility.

Pupils from Standards III to VII elect one Councillor in each class. The elected Councillor must be well-behaved, popular and clever in his school work. The election of the Councillor has to be approved of by the class master. After the class elections are complete the Headmaster nominate one or two Councillors. Then the elected and the nominated Councillors form the Students' Council and elect their own Chairman. This Council works for two months after which new elections are held. The elections are by ballot. This short period is laid down with a view to giving training to as many students as possible. Three consecutive elections disqualify a candidate for re-election in that year. These elections are held as often as necessary to decide the cases of default brought before the Council. The Chairman presides at all meetings.

One of the Assistant Masters of the school is also present to guide and supervise the work of the meetings. The Councillors listen to and decide cases of complaints or breaches of the school discipline committed outside the classroom. A Moral Code for the school has been drawn up and the nature of punishments defined for the guidance of the Council. A pupil who has to make a complaint gives it in writing, according to a prescribed form, to the Councillor of his class. The Councillors in this way collect the complaints from the different classes and hand them over to the Chairman. Then the Chairman calls a meeting of the Council during recess or in the evening after school hours to decide cases referred to him for decision of the Council. The Chairman makes

APPENDIXES

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The initiation of the Students' Council in the school has undoubtedly resulted in the improvement of the tone and discipline of the school. The pupils feel that they are of some standing in the school and they try to live up to the confidence placed in them.

APPENDIX C

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The Students' Council was started in this school in 1928. The object was to train pupils in self-government and in maintaining discipline in the school and to inculcate in them a sense of responsibility.

Pupils from Standards III to VII elect one Councillor in each class. The elected Councillor must be well-behaved, popular and clever in his school work. The election of the Councillor has to be approved of by the class master. After the class elections are complete the Headmaster nominates one or two Councillors. Then the elected and the nominated Councillors form the Students' Council and elect their own Chairman. This Council works for two months after which new elections are held. The elections are by ballot. This short period is laid down with a view to giving training to as many students as possible. Three consecutive elections disqualify a candidate for re-election in that year. These elections are held as often as necessary to decide the cases of default brought before the Council. The Chairman presides at all meetings.

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APPENDIXES

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Pupils who are found guilty by the Council are punished, according to the nature of the offence, in one of the following ways :—

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The initiation of the Students' Council in the school has undoubtedly resulted in the improvement of the tone and discipline of the school. The pupils feel that they are of some standing in the school and they try to live up to the confidence placed in them.

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